DOCUMENT RESUME

ED 349 035 JC 920 317

TITLE	Vocational Education Special Projects, California Community Colleges: Individual Project Profiles, 1988-89 and 1989-90. Special Project 90-0406.
INSTITUTION	Evaluation and Training Inst., Los Angeles, Calif.
SPONS AGENCY	California Community Colleges, Sacramento. Office of the Chancellor.; Department of Education, Washington, DC.
PUB DATE	May 92
CONTRACT	90-0406
NOTE	234p.; Inside title: Special Project 90-0406. Evaluation of the California Community Colleges' Vocational Education Special Projects. Project Profiles. Project supported by funds from the Carl D. Perkins Vocational Education Act (Title II, Part B), PL 98-524. For the final evaluation report, see ED 346 895.
PUB TYPE	Reports - Descriptive (141) -- Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	Ancillary School Services; Articulation (Education); Community Colleges; Community Programs; Correctional Education; Directories; Educational Innovation; Educational Research; *Job Training; Professional Development; Profiles; Program Descriptions; *State Programs; Student Organizations; *Technical Education; Two Year Colleges; *Vocational Education
IDENTIFIERS	*California Community Colleges; Carl D Perkins Vocational Education Act 1984

ABSTRACT

During 1988-89 and 1989-90, vocational education special projects were funded at institutions within the California Community Colleges (CCC) through the Carl D. Perkins Vocational Education Act. To meet reporting requirements, the Chancellor's Office of the CCC contracted with the Evaluation and Training Institute to conduct a third-party evaluation of these projects. Drawing from an analysis of project documentation, telephone interviews with project directors, and site visits to a statewide sample of projects, this directory presents brief profiles for 52 projects funded in 1988-89, and 58 projects funded in 1989-90. Each of the profiles includes the following information: project title and contact, funding source and amount of funding; goals and activities; management and administration data; and project outcomes. Profiles are provided under the following eight headings: (1) 2 + 2 Articulation (17 profiles); (2) Community Based Organizations (6 profiles); (3) Criminal Offenders (2 profiles); (4) Curriculum Development (7 profiles); (5) Innovative (10 profiles); (6) Professional Development (36 profiles); (7) Research (20 profiles); and (8) Student Organizations and Student Services (11 profiles). Sample project titles include: Computer Managed and Aided Instruction; Video Development for Nursing Recruitment; Gender Equity Resource Systems; Dissemination of Model Curriculum; Women Working in the Trades; Business Faculty Internship; and Model Support Service Programs for Retaining Single Parents/Homemakers in Vocational Training Programs. An index listing profiles by funded agency is included. (PAA)

ED349035

VOCATIONAL EDUCATION SPECIAL PROJECTS
CALIFORNIA COMMUNITY COLLEGES

Individual Project Profiles
1988-89 and 1989-90

Special Project 90-0406

May 1992

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Submitted to:
Office of the Chancellor
California Community Colleges

Submitted by:
Evaluation and Training Institute

JC 920317

BEST COPY AVAILABLE

SPECIAL PROJECT 90-0406 EVALUATION OF THE CALIFORNIA COMMUNITY COLLEGES' VOCATIONAL EDUCATION SPECIAL PROJECTS

PROJECT PROFILES

Evaluation & Training Institute
12401 Wilshire Blvd., Suite 304
Los Angeles, CA 90025

August 28, 1991 - May 31, 1992

This report is made pursuant to contract/agreement Number 90-0406. This project was supported by the Carl D. Perkins Vocational Education Act, Title II B Program Improvement, P.L. 98-524, funds administered by the Chancellor's Office, California Community Colleges.

The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

TABLE OF CONTENTS

Introduction i

1988-89 Projects

2 + 2 Articulation 1

THIRD PARTY EVALUATION OF JOINT CAREER-VOCATIONAL EDUCATION ARTICULATION PROJECTS (88-0437)
EVALUATION AND TRAINING INSTITUTE 2

CENTRAL COAST ARTICULATION GROUP, PHASE III (88-0445)
ALLAN HANCOCK COLLEGE 4

STAGE II OF THE JOINT CAREER-VOCATIONAL EDUCATION ARTICULATION PROJECT (88-0446)
DIABLO VALLEY COLLEGE 6

WORKING COOPERATIVELY AS PARTNERS IN EDUCATION, EXPANSION PHASE (88-0447)
FOOTHILL COLLEGE 8

JOINT CAREER-VOCATIONAL EDUCATION PROGRAM, PHASE III (88-0448)
SIERRA JOINT COMMUNITY COLLEGE DISTRICT 10

ARTICULATION PHASE III (88-0449)
SOUTH COUNTY COMMUNITY COLLEGE DISTRICT 12

ANIMAL HEALTH PROJECT, PHASE III (88-0455)
UNIVERSITY OF CALIFORNIA, DAVIS 14

ARTICULATION CONFERENCE (88-0477)
UNIHOST MEETING MANAGEMENT GROUP 15

Community Based Organizations 16

HOSPITALITY MANAGEMENT (88-0476)
SANTA CLARITA COMMUNITY COLLEGE DISTRICT 17

COMMUNITY BASED ORGANIZATION MODEL PROGRAM (88-0491)
RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT 19

COMMUNITY BASED ORGANIZATION MODEL PROGRAM (88-0493)
UNIVERSITY OF CALIFORNIA, DAVIS 21

Criminal Offenders 23

CRIMINAL OFFENDERS (88-0439)
DEPARTMENT OF CORRECTIONS 24

Curriculum Development 26

COMPUTER MANAGED AND AIDED INSTRUCTION (88-0441)
SIERRA COLLEGE 27

INTERNATIONAL TRADE MODEL CURRICULUM (88-0457)
SADDLEBACK COLLEGE 29

ANALYSIS OF NURSING PROGRAM CURRICULUM (88-0470)
NAPA VALLEY COLLEGE 31

CURRICULUM DEVELOPMENT FOR PART-TIME PROGRAMS FOR CERTIFIED NURSE ASSISTANT TO LICENSED VOCATIONAL NURSE TO REGISTERED NURSE (88-0471)
IMPERIAL VALLEY COLLEGE 33

FIRE SCIENCE CURRICULUM DISSEMINATION (88-0482)
LOS RIOS COMMUNITY COLLEGE DISTRICT 35

Innovative 37

DEVELOPMENT AND DISTRIBUTION OF RECRUITMENT FILM FOR DENTAL PROFESSIONALS (88-0450)
DIABLO VALLEY COLLEGE 38

VIDEO DEVELOPMENT FOR NURSING RECRUITMENT (88-0475)
THE UNIVERSITY FOUNDATION, CALIFORNIA STATE UNIVERSITY, CHICO 40

Professional Development 41

GENDER EQUITY RESOURCE SYSTEMS (GEMS) (88-0438)
EVALUATION AND TRAINING INSTITUTE 42

STATEWIDE COMMUNITY COLLEGE INSTRUCTIONAL AND ADMINISTRATIVE TELECOMMUNICATIONS NETWORK (88-0440)
IRVINE VALLEY COLLEGE 44

PROFESSIONAL DEVELOPMENT AND PROGRAM IMPROVEMENT FOR CALIFORNIA COMMUNITY COLLEGE BUSINESS OFFICE AND MARKETING (88-0451)
IRVINE VALLEY COLLEGE 46

CENTER FOR COOPERATIVE EDUCATION (88-0452)
DIABLO VALLEY COLLEGE 48

AGRICULTURE HIGH TECH/COMPUTERS (88-0453)
UNIVERSITY OF CALIFORNIA, DAVIS 50

AGRICULTURE EDUCATION PROGRAM PLAN (88-0456)
CALIFORNIA STATE UNIVERSITY, FRESNO 51

TRAINING FOR GENDER EQUITY AND SINGLE PARENT COORDINATORS (88-0441)
YOSEMITE COMMUNITY COLLEGE DISTRICT 53

REGIONAL WORKSHOPS ON ACCESS FOR WOMEN (88-0459)
MOUNT SAN ANTONIO COLLEGE 55

STAFF IN-SERVICE (88-0462)
LOS RIOS COMMUNITY COLLEGE DISTRICT 57

COMMERCIAL ART SPECIALIST (88-0464)
CUYAMACA COLLEGE 59

STAFF IN-SERVICE FOR DISADVANTAGED (88-0465)
MOUNT SAN ANTONIO COLLEGE 61

INTERNSHIP FOR STAFF/STUDENTS OF VOCATIONAL DISADVANTAGED PROGRAMS (88-0466)
LOS ANGELES MISSION COLLEGE 63

DISABLED STUDENT PROGRAM JOB DEVELOPMENT PROJECT (88-0467)
LOS ANGELES HARBOR COLLEGE 64

SHOWCASE OF CONSUMER HOMEMAKING EDUCATION IN CALIFORNIA COMMUNITY COLLEGES (88-0468)
SIERRA COMMUNITY COLLEGE DISTRICT 66

TELECOMMUNICATIONS NETWORK (88-0469)
MODESTO JUNIOR COLLEGE 68

STAFF DEVELOPMENT COUNSELORS (88-0474)
MOUNT SAN ANTONIO COLLEGE 70

CIVIL RIGHTS COMPLIANCE REVIEW (88-0481)
TRIDENT ENTERPRISES, INC. 71

DEANS/FACULTY IN-SERVICE (88-0484)
MOUNT SAN ANTONIO COLLEGE 73

VOCATIONAL EDUCATION LEADERSHIP CONFERENCE (88-0485)
MOUNT SAN ANTONIO COLLEGE 75

PEER-PROP PROJECT (88-0489)
MONTEREY PENINSULA COLLEGE 77

HOME ECONOMICS: PROGRAM PLAN AND IN-SERVICE TRAINING (88-0494)
NORTH CALIFORNIA HIGHER EDUCATION COUNCIL, CALIFORNIA STATE UNIVERSITY, CHICO 79

IN-D'MAND STUDENT INTERNSHIPS (88-0495)
FOOTHILL COMMUNITY COLLEGE DISTRICT 81

Research 82

LABOR MARKET INFORMATION (88-0442)
SAN DIEGO COMMUNITY COLLEGE DISTRICT 83

LABOR MARKET INFORMATION (88-0443)
EMPLOYMENT DEVELOPMENT DEPARTMENT 85

PHASE III: COMPARATIVE STUDY OF ADN CURRICULUM AND EMPLOYER REQUIREMENTS (88-0454)
OHLONE COLLEGE/SANTA MONICA COLLEGE 87

SURVEY OF NEEDS ASSESSMENT PRACTICES (88-0460)
EVALUATION AND TRAINING INSTITUTE 89

DEVELOPMENT, TESTING AND REPORTING OF PROGRAM ACCOUNTABILITY MODEL (PAM) (88-0461)
MOUNT SAN ANTONIO COLLEGE 91

HEALTH OCCUPATIONS RESOURCE DOCUMENT (88-0472)
MARIN COMMUNITY COLLEGE DISTRICT 93

EVALUATION OF CALIFORNIA COMMUNITY COLLEGES' VOCATIONAL EDUCATION SPECIAL PROJECTS (88-0478)
EDUCATIONAL EVALUATION AND RESEARCH 94

LINKAGES-PARTNERSHIPS WITH BUSINESS AND INDUSTRY (88-0480)
ERNST & YOUNG 96

Student Organizations and Student Services 98

MARKETING EDUCATION STUDENT ORGANIZATION (88-0473)
SHASTA COLLEGE 99

COMMUNITY COLLEGES AGRICULTURAL STUDENT INSTITUTE (88-0483)
CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO 101

MARKETING EDUCATION STUDENT ORGANIZATIONS (88-0498)
SAN JOSE CITY COLLEGE 103

1989-90 Projects

2 + 2 Articulation 104

2+2 PROJECT DEMONSTRATION SITE (89-0133)
ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT 105

JOINT CAREER-VOCATIONAL EDUCATION ARTICULATION DEMONSTRATION SITE (89-0134)
CERRITOS COLLEGE 106

DEMONSTRATION SITE FOR THE NORTH ORANGE COUNTY ARTICULATION PROJECT (89-0135)
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT AND REGIONAL OCCUPATIONAL PROGRAM ... 107

JOINT CAREER-VOCATIONAL EDUCATION ARTICULATION DEMONSTRATION SITE (89-0136)
STATE CENTER COMMUNITY COLLEGE DISTRICT 109

1990 VOCATIONAL EDUCATION ARTICULATION CONFERENCES (89-0653)
SIERRA COMMUNITY COLLEGE DISTRICT 110

BRIDGING THE GAP - ARTICULATION IN NURSING PROGRAM (89-0658)
GOLDEN WEST COLLEGE 112

LONGITUDINAL EVALUATION OF ARTICULATION PROJECTS (89-0661)
EVALUATION AND TRAINING INSTITUTE 114

JOINT CAREER-VOCATIONAL EDUCATION ARTICULATION DEMONSTRATION SITE (89-0695)
CHABOT COLLEGE 116

COORDINATING SITE FOR 2+2 ARTICULATION DEMONSTRATION SITES (89-0704)
SIERRA COMMUNITY COLLEGE DISTRICT 118

Community Based Organizations 120

EXTENDING LINKAGES/PARTNERSHIPS AMONG COMMUNITY BASED ORGANIZATIONS, EDUCATION AND EMPLOYERS (89-0131)
GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT 121

EXPANDING LINKAGES/PARTNERSHIPS (89-0671)
WEST LOS ANGELES COLLEGE/CENTER FOR ECONOMIC DEVELOPMENT AND CONTINUING EDUCATION .. 123

EXPANDING LINKAGES/PARTNERSHIPS BETWEEN COMMUNITY BASED ORGANIZATIONS, EDUCATION AND EMPLOYERS (89-0705)
LOS ANGELES TRADE TECHNICAL COLLEGE 125

Criminal Offenders 127

DEPARTMENT OF CORRECTIONS (89-0654)
DEPARTMENT OF CORRECTIONS 128

Curriculum Development 130

APPLIED RESEARCH FOR OCCUPATIONAL EDUCATION - DRUG EXPOSED CHILD DEVELOPMENT (89-0676)
GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT 131

DISSEMINATION OF MODEL CURRICULUM (89-0679)
SADDLEBACK COMMUNITY COLLEGE DISTRICT 133

AGRICULTURAL EDUCATION CURRICULUM DEVELOPMENT (89-0680)
CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO 135

Innovative 137

PARTNERSHIP 2000: A CONTINUING CHALLENGE FOR EDUCATIONAL EXCELLENCE (89-0132)
LOS ANGELES MISSION COLLEGE 138

EMPLOYER'S AND COMMUNITY COLLEGE'S GUIDES TO BUSINESS AND INDUSTRY IN THE LOS ANGELES AREA (89-0651)
LONG BEACH COMMUNITY COLLEGE DISTRICT 139

STATEWIDE ADVISORY COMMITTEES (89-0655)
SAN DIEGO COMMUNITY COLLEGE DISTRICT 140

NAPA COUNTY CAREER-VOCATIONAL EDUCATION PLANNING PARTNERSHIP (89-0657)
NAPA VALLEY COLLEGE 141

REGIONAL CLEARINGHOUSE FOR LINKAGES (89-0662)
BAY AREA COUNCIL 143

HIGH-TECHNOLOGY DEMONSTRATION PROJECT (89-0663)
LOS ANGELES CITY COLLEGE 145

WOMEN WORKING IN THE TRADES (89-0689)
SAN DIEGO COMMUNITY COLLEGE DISTRICT, CONTINUING EDUCATION OFFICE 146

CAREER VOCATIONAL EDUCATIONAL PLAN FOR NORTHERN SANTA CLARA COUNTY (89-0696)
BAY AREA COUNCIL 148

Professional Development 150

FASHION SYMPOSIUM PROJECT (89-0659)
WEST VALLEY-MISSION COMMUNITY COLLEGE DISTRICT 151

CENTER FOR COOPERATIVE EDUCATION (89-0660)
DIABLO VALLEY COLLEGE 153

DATABASE AND DIRECTORY OF HEALTH OCCUPATIONS PROGRAMS (89-0664)
FOOTHILL COLLEGE 155

REGIONAL GENDER EQUITY WORKSHOPS (89-0669)
MOUNT SAN ANTONIO COLLEGE 156

BUSINESS FACULTY INTERNSHIP (89-0672)
SADDLEBACK COMMUNITY COLLEGE DISTRICT 158

TRAINING FOR SEX EQUITY COORDINATORS (89-0673)
SIERRA COLLEGE 160

COMPREHENSIVE PLAN FOR AGRICULTURAL EDUCATION (89-0678)
CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO 162

GENDER EQUITY MANAGEMENT SERVICES (89-0682)
EVALUATION AND TRAINING INSTITUTE 164

LEADERSHIP CONFERENCE FOR BUSINESS EDUCATION (89-0683)
SADDLEBACK COMMUNITY COLLEGE DISTRICT 166

SMALL BUSINESS MANAGEMENT TELECONFERENCING PROJECT (89-0684)
LOS ANGELES CITY COLLEGE 168

IN-SERVICE ACTIVITIES FOR CHE AND OHE INSTRUCTORS (89-0685)
MOUNT SAN ANTONIO COMMUNITY COLLEGE DISTRICT 170

504 COORDINATOR'S HANDBOOK (89-0686)
THORPE, HENDRICKS & ASSOCIATES 172

COMPREHENSIVE RESOURCE MODEL FOR SPECIAL POPULATION STUDENTS (89-0690)
EVALUATION AND TRAINING INSTITUTE 174

DEMONSTRATION PROGRAM IN BUSINESS AND MARKETING EDUCATION (89-0699)
SADDLEBACK COMMUNITY COLLEGE DISTRICT 176

Research 178

LABOR MARKET INFORMATION (89-0652)
EMPLOYMENT DEVELOPMENT DEPARTMENT 179

CONSOLIDATED LMI/STATEWIDE STUDENT FOLLOW-UP SYSTEM DATA PROJECT (89-0656)
SAN DIEGO COMMUNITY COLLEGE DISTRICT 181

IMPROVEMENT OF JOB PLACEMENT SERVICES (89-0665)
MOUNT SAN ANTONIO COLLEGE 183

EVALUATION OF HEALTH OCCUPATIONS PROGRAMS (89-0666)
SANTA ROSA JUNIOR COLLEGE 185

STUDY OF AUXILIARY DENTAL PROGRAMS (89-0668)
CHAFFEY COLLEGE 187

PROGRAM ACCOUNTABILITY MODEL (PAM) FOR SEX EQUITY AND SINGLE PARENT/HOMEMAKER PROGRAMS (89-0670)
EVALUATION AND TRAINING INSTITUTE 189

REVIEW HEALTH OCCUPATIONS PROGRAMS (89-0674)
FOOTHILL COLLEGE 191

STUDY OF CAREER PLACEMENT OR TRANSFER OPPORTUNITIES FOR DISABLED AND DISADVANTAGED STUDENTS IN CALIFORNIA (89-0675)
FRESNO CITY COLLEGE 192

IDENTIFICATION OF APPLIED TECHNOLOGY COMPETENCIES (89-0677)
EVALUATION AND TRAINING INSTITUTE 194

TEACHING BASIC SKILLS IN VOCATIONAL EDUCATION CLASSES/PROGRAMS (89-0681)
EVALUATION AND TRAINING INSTITUTE 196

CIVIL RIGHTS COMPLIANCE REVIEW (89-0687)
TRIDENT ENTERPRISES, INC. 198

REVIEW OF CURRICULUM AND EMPLOYMENT OPPORTUNITIES IN GERONTOLOGY (89-0694)
THE THORNTON GROUP 200

Student Organizations and Student Services 202

MODEL SUPPORT SERVICE PROGRAMS FOR RETAINING SINGLE PARENT/HOMEMAKERS IN VOCATIONAL TRAINING PROGRAMS (89-0688)
SIERRA COMMUNITY COLLEGE DISTRICT 203

PSYCHIATRIC TECHNICIAN MINI-GRANT FOR STUDENT PREPARATION (89-0691)
MOUNT SAN ANTONIO COLLEGE 205

COMMUNITY COLLEGE AGRICULTURAL STUDENT LEADERSHIP INSTITUTE (89-0692)
CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO 207

DEMONSTRATION PROGRAM IN BUSINESS: PROPOSAL TO DEVELOP MODEL INTENSIVE BILINGUAL LEGAL CLERICAL TRAINING PROGRAM (89-0696)
SOUTHWESTERN COLLEGE 209

SPACE II (SINGLE PARENT ADULTS CHOOSING EDUCATION) (89-0700)
BAKERSFIELD COLLEGE 211

MODEL SUPPORT SERVICE PROGRAMS FOR RETAINING SINGLE PARENTS/HOMEMAKERS IN VOCATIONAL TRAINING PROGRAMS (89-0701)
NAPA VALLEY COLLEGE 213

THE HISPANIC WOMEN'S MENTORSHIP PROGRAM (89-0702)
CYPRESS COLLEGE 215

PSYCHIATRIC TECHNICIAN MINI-GRANT FOR STUDENT PREPARATION (89-0703)
SANTA ROSA JUNIOR COLLEGE 217

Agency Index 218

Introduction

Under mandate of the Carl D. Perkins Vocational Education Act, state vocational education agencies are obligated to evaluate the performance and reporting procedures of agencies under contract, as well as the dissemination of the products of program improvement activities. In order to meet this responsibility, the Chancellor's Office of the California Community Colleges contracted with the Evaluation and Training Institute (ETI) to conduct a third-party evaluation study of the vocational education special projects funded in the 1988-89 and 1989-90 program years.

Based on the evaluation findings, ETI has prepared this directory of individual project profiles. The information in these profiles is based on analysis of project documentation, telephone interviews with project directors, and site visits to a statewide sample of special projects.

This directory is divided into two separate sections, one for each program year. Within each section, project profiles are presented under the following eight headings:

- 2 + 2 Articulation
- Community Based Organizations
- Criminal Offenders
- Curriculum Development
- Innovative
- Professional Development
- Research
- Student Organizations and Student Services

Information in each profile includes:

- Project title, contact information, funding source and amount of funding;
- Goals and activities;
- Management and administration; and
- Outcomes.

An agency index at the end of this directory presents the listing of profiles by funded agency.

2 + 2 Articulation

1988-89

Third-Party Evaluation of Joint Career-Vocational Education Articulation Projects

Project	88-0437
Grantee:	Evaluation and Training Institute
Contact:	Michael Rubin (310) 820-8521
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$41,445

Goals and Activities

The goal of this project was to conduct a comprehensive statewide evaluation of 21 career-vocational education articulation projects jointly funded by the Chancellor's Office and the California Department of Education since 1986-87. The evaluation was designed to review the extent to which these "2 + 2" articulation projects met their stated goals, facilitated the articulation of students, and institutionalized the 2 + 2 partnership. In addition to a review of program implementation, this study provided specific student and program information on the 2 + 2 partnerships, pursuant to the 1989 Budget Act. This evaluation study also provided information on those 2 + 2 projects no longer receiving special federal funds for articulation efforts.

Three major activities were conducted as part of this study: 1) a review of project documentation; 2) a statewide survey of participating 2 + 2 students to obtain student demographic and performance information; and 3) site visits to all 2 + 2 projects where project staff, counselors, administrators, faculty, students, business and industry representatives, and others involved with or affected by the project were interviewed. Based on findings from the above activities, a final evaluation report was prepared, detailing project progress, challenges, and institutionalization efforts, along with recommendations for improvement.

Management and Administration

The project director, along with a project manager and several research associates, supported evaluation activities. Project staff also worked with staff from the California Department of Education and the Chancellor's Office in planning evaluation activities.

Outcomes

A final evaluation report was prepared as a result of this study, which included findings from the 2 + 2 projects and recommendations for improvement at the local level and statewide. This report was distributed to the Chancellor's Office, and the Executive Summary of the report disseminated to all vocational education deans statewide. In addition, a separate report on student data only was prepared and transmitted to the Legislature in accordance with the Budget Act.

Although no formal evaluation of the project was undertaken, the evaluation report has been well received, according to project staff and the state monitor. Several vocational education deans reported that for the first time, detailed student and program information was gathered about the 2 + 2 projects. The project director would like to see a longitudinal study conducted as a result of this evaluation effort in order to ascertain the long-term impact of the 2 + 2 projects on student educational and career goals.

According to project staff, in terms of project impact, this project contributed useful information to the Chancellor's Office and the field regarding the operation of the 2 + 2 projects, including those projects no longer receiving federal funds for articulation efforts. In particular, the findings from this study provided valuable data for future program planning and modification of existing programs.

Central Coast Articulation Group (Phase III)

Project	88-0445
Grantee:	Allan Hancock College
Contact:	Dr. Marylin Orton (805) 922-6966
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$44,000

Goals and Activities

The primary goal of the Central Coast Articulation Group (CCAG) Project at Allan Hancock College was to improve the transition of vocational students from high school to college. Although this was the third year of formal funding for the CCAG, the program has been in place for five years. As a result of third year efforts, articulation coordination with secondary and post-secondary districts in San Luis Obispo and Santa Barbara Counties was maintained and the program was expanded to include initial liberal arts faculty.

In addition, the collaborating school districts held multiple events to inform and recruit students. These events included: Fine Arts Day, Industrial/Technology Day, Educators' Day, visits by Allan Hancock staff and instructors to high school career fairs, and student tours of Allan Hancock College.

Management and Administration

The CCAG managed this project. The primary roles of CCAG were monitoring, policy institution, budget administration, and reporting project progress. The CCAG was specifically composed of administrators from the participating institutions.

Outcomes

A final report on project activities was submitted to the Chancellor's Office.

The four major outcomes for this project, as noted by project staff, included:

- Over 300 students received articulation certificates through the program, and 53 of 182 from 1987-88 activities were attending Allan Hancock College;

- A Computer Assisted Drafting (CAD) program was added to the list of articulated courses;

- Initial steps toward articulation in the liberal arts were taken by inviting high school liberal arts teachers to participate in articulation planning meetings; and

- The success of this program earned funding from California Academic Partnership Program (CAPP) in the amount of $250,000 over three years.

Stage II of the Joint Career-Vocational Education Articulation Project

Project	88-0446
Grantee:	Diablo Valley College
Contact:	John Chambers (510) 685-1230
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$44,000

Goals and Activities

This project was the continuation of a project designed to facilitate articulation between local high school districts, the county Regional Occupational Program and Diablo Valley College. The project focused on expanding existing articulation efforts to additional districts, as well as private high schools.

Meetings between teachers from the high schools and college faculty were held to discuss curriculum requirements. High school vocational instructors also visited college courses in the morning and participated in a discussion with the college instructors in the afternoon as part of project efforts to expand articulation.

Management and Administration

A project director, a project coordinator and a secretary were responsible for managing the project on a daily basis. Project staff were in frequent communication with the assistant superintendent at each participating high school district. An Advisory Committee composed of representatives of each district, each high school, and the college were responsible for all policy and planning decisions for this project.

Outcomes

A final report of project outcomes was produced as a result of the project. This report was distributed to the Chancellor's Office.

According to project staff, the meetings between high and college vocational education instructors was a key success of the project. Instructors were able to discuss competencies and exchange textbooks, and the meeting provided for increased communication between faculties.

However, the project was less successful at initiating articulation activities with the three local private schools, according to the project director. Project staff also found it logistically difficult to track students participating in one of the articulated programs.

Working Cooperatively as Partners In Education (Expansion Phase)

Project	88-0447
Grantee:	Foothill College
Contact:	Dr. Fred A. Critchfield (415) 949-4254
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$44,000

Goals and Activities

Over half of the students from the Palo Alto/Los Altos community attend local community colleges, not private four year institutions. To facilitate the transition from high school to community college, this articulation project was part of an ongoing effort to serve the high school students who attend Foothill College. The project offered a mechanism for granting college credit for high school courses taken in business, computer and office technology skills.

The central goal for this project was the development of articulation agreements with the Central County Regional Occupational Training Center, Varian Associates, Hewlett-Packard, local city governments, San Jose City College, West Valley College and De Anza College.

The primary project activity was a weekly meeting of the project articulation committee to develop the articulation agreements. For six months, faculty and counselors from the high schools and the community colleges received release time to participate in day-long meetings. The articulation committee was also joined by representatives from the business community.

Management and Administration

While project tasks were implemented by the project director and clerical staff, the project was directed by the articulation committee. Administrative staff served on a separate Steering Committee which provided general policy direction for the project. This Steering Committee was responsible for selecting the faculty members who served on the articulation committee.

Outcomes

A final report and articulation agreements were submitted to the Chancellor's

Office as documentation of project outcomes.

According to the project director, this project was successful in encouraging communication between high school and college faculty, and in encouraging them to share resources. Such communication took place despite initial "turf" issues and general mistrust. By the end of the project participating faculty appreciated the opportunity to have open communication with their colleagues.

The project also fostered the expansion of articulation to other areas. At Foothill College, this occurred in the accounting and dental hygiene areas. Faculty continued to meet with their counterparts after the project ended, and thus the project also served as a pre-cursor to "tech prep", a whole, integrated curriculum.

The project was assessed by a third party evaluator as part of a statewide evaluation of 2+2 articulation projects. The results of that evaluation were submitted in a report to the Chancellor's Office.

Joint Career-Vocational Education Articulation Program, Phase III

Project	88-0448
Grantee:	Sierra Joint Community College District
Contact:	Dr. Paulette Perfumo-Kreiss (916) 624-3333
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$43,977

Goals and Activities

The goals for the third phase of this Joint Career-Vocational Education Articulation Program were to move into new areas of articulation and provide more outreach to its feeder schools. This was accomplished by:

- Expanding its Articulation Programs in Phase III to include two new areas: Photography and Administration of Justice;
- The continuation and expansion of the articulation phases to improve 2+2+2 relationships with Sacramento State and Chico State Universities;
- Developing a handbook for instructors and counselors to promote articulation;
- Sponsoring a vocational faculty/industry workshop facilitating dialogue and discussing labor market trends; and
- Forming an Articulation Council with liaisons from area feeder schools and 49er Regional Occupational Program representatives to allow for greater input and ownership.

Management and Administration

While Sierra Joint Community College District administered the project, an Articulation Consultant served as the primary staff in project implementation.

In addition, the local 49er ROP had significant input into the coordination, curriculum revision, agreement organization, and recruitment aspects of this project. 49er ROP worked on both ends of the project, finding community college courses to articulate, and helping high school programs upgrade to match community college curriculum.

Outcomes

A final report on project outcomes was submitted to the Chancellor's Office.

According to project staff, this project has led to continued support and priority emphasis from Sierra College administration, and a positive working relationship with secondary schools and ROP.

More specifically:

- Articulation agreements with a second university, Sacramento State University, for 2+2+2 have been established;
- Another 20 to 30 students have enrolled at Sierra College through the articulation program and 12 have successfully completed their programs; and
- An articulation video and handbook for instructors and counselors were produced and disseminated to every feeder high school, local ROP, and adult school, in the college service area.

Articulation Phase III

Project	88-0449
Grantee:	South County Community College District
Contact:	Bob Hunter (415) 786-6626
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$44,000

Goals and Activities

The purpose of this project was to institutionalize the previously-developed articulation program in and around the area served by Chabot College. The main goals were to develop articulation agreements in six areas; Early Child Development, Marketing, Automotive Technology, Welding, Medical Assisting, and Licensed Vocational Nursing.

To further support institutionalization of articulation, marketing tools were developed including posters, bookcovers, a newsletter, and brochures illustrating the existing agreements. Finally, within Chabot College and surrounding secondary schools, steps were taken to streamline the articulation process. Articulation certificates were developed along with forms for institutionalizing credit, and admissions processes at Chabot College tailored to recognize students' satisfactory completion of articulated courses.

Management and Administration

A consultant was hired for the project on a part-time basis, but there were no full-time staff. An Advisory Council of approximately 30 people was formed to review and react to status reports, and oversee the preparation of marketing materials and articulation agreements. Individuals on the Advisory Council included a representative from each of the five discipline areas, Regional Occupational Program counselors, secondary school counselors, and community college counselors.

Outcomes

A final report on project activities was submitted to the Chancellor's Office. The project also participated in a statewide evaluation of 2+2 articulation efforts.

A total of eighteen articulation agreements were developed by the project in

five areas. According to the project director, secondary and postsecondary staff have developed closer working relationships as a result of this project. In addition, this project has supported local and state vocational education efforts in the promotion of early decision-making regarding career-oriented courses of study.

Animal Health Project, Phase III

Project	88-0455
Grantee:	University of California, Davis
Contact:	Dr. James Leising (916) 752-1808
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$20,000

Goals and Activities

The purpose of this project was to articulate animal health technology programs at Community Colleges with secondary school programs. The main goal was to develop a system of articulation to accelerate students through community college certification programs. An articulation Advisory Council of community college and secondary school faculty designed an approval procedure by which high schools could apply for articulation credit. Articulation requests of secondary schools were monitored/scrutinized through the approval process agreed upon by the council.

In addition, a professional organization was established for animal health educators. In-service training was also provided to teachers, and a newsletter developed to facilitate articulation efforts.

Management and Administration

The above mentioned advisory council developed lists of specific competencies that would articulate from high school courses to community college courses. A local veterinarian provided additional input regarding competencies that were under the council's consideration, and provided some inservice education for instructors at the college level.

Outcomes

A handbook with resources and samples of articulation agreements was created, and distributed to the colleges' 50 animal health program directors, as well as some instructional and vocational deans statewide.

According to the project director, this project succeeded in establishing a secondary school and community college network in the field of agricultural education. Beyond the sharing of resources, continuums of curriculum have been created which might result in increased completion of certification programs.

Articulation Conference

Project	88-0477
Grantee:	Unihost Meeting Management Group
Contact:	
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$23,790

No contact could be made with the contractor for this project.

Community Based Organizations

1988-89

Hospitality Management

Project	88-0476
Grantee:	Santa Clarita Community College District
Contact:	Helen Lusk (805) 259-7800
Funding Source:	Title III A - Community Based Organizations
Amount Awarded:	$49,200

Goals and Activities

In order to provide the tourism industry with qualified graduates in hotel/hospitality management, this project was designed to establish an A.A. degree program which would provide a career ladder for students that would also articulate with out-of-state programs. In addition, this project proposed to develop health/safety courses related to food service and the hotel industry for the local Spanish-speaking population. Lastly, the creation of a model program capable of replication was a goal of the project from the start.

To achieve these goals, the Hospitality Management project first contracted with an outside consultant to conduct a feasibility study of employer needs. Input was sought from employers regarding curriculum content and desired skill competencies. A fifteen-member Advisory Committee composed of college faculty and local business representatives assisted in the design of appropriate course curricula and a training program for high school students and displaced workers.

Management and Administration

The project director managed the activities with assistance from an outside consultant in contacting employers. However, the project Advisory Committee assisted in the implementation of the student internship program. California Polytechnic University, Pomona also provided technical assistance in the area of program design.

Outcomes

A final report documenting project activities was submitted to the Chancellor's Office. According to the project director, several outcomes occurred during this project including:

- Establishment of a productive and mutually-beneficial

relationship with California Polytechnic University, Pomona;

- Increased community and business outreach that led to preliminary discussions of funding by the Nestle Corporation for a building to house the program;

- Active promotion of project objectives by a highly-motivated student body in the local community; and

- Requests for advice and information from several community colleges statewide interested in establishing similar programs.

This project complemented state and national goals in vocational education by linking community college resources with business partnerships to meet the needs of the local industry.

Community Based Organizations Model Program

Project:	88-0491
Grantee:	Rancho Santiago Community College District
Contact:	Beverly Frager (714) 564-6000
Funding Source:	Title III A - Community Based Organizations
Amount Awarded:	$49,200

Goals and Activities

This model program was designed to provide 125 JTPA-eligible participants with basic skills training through "SER - Jobs for Progress," a community based organization.

Program activities included:

- Establishing a referral process between the Rancho Santiago College Assessment and Employment Center and SER - Jobs for Progress for 125 JTPA eligible participants to receive basic shills training at the SER Literacy Lab;
- Providing pre-vocational basic skills instruction for program participants to enchance enhance their skills to a level to qualify for vocational training programs;
- Providing pre-vocational academic and career counseling to program participants; and
- Tracking the progress of program participants from basic training to job retention.

Management and Administration

Project staff included a counselor, ESL instructors, clerical staff, and the project director. The project also had an Advisory Committee composed of seven representatives from Employment Development Department, Santa Ana Regional Occupational Program SER, which set general policy and guidelines.

Outcomes

A final report was submitted to the Chancellor's Office detailing the results of the project. A presentation was also made to the local Private Industry Council.

A total of 154 training participants were served through this program almost 50% of whom completed their targeted basic skills. Of these, 14 enrolled in vocational training programs, 11 enrolled in college credit classes, and 15 obtained full-time employment as JTPA-eligible participants. Other than the initial tracking of these participants, no further tracking was completed, nor was a formal evaluation conducted.

Project results demonstrated that ESL and/or basic skills students can successfully transition to the next step of accomplishments with clear goals and a coordinated delivery system of instruction and services. In addition, an unanticipated outcome of this project was the cooperation with EDD in allowing program participants to collect unemployment insurance while enrolled. Prior to the project individuals collecting unemployment were unable to participate in ESL courses or basic skills training.

Community Based Organization Model Program

Project: 88-0493
Grantee: San Jose City College
Contact: Dr. G. S. Ohanneson (408) 288-3782
Funding Source: Title III A - Community Based Organizations
Amount Awarded: $49,200

Goals and Activities

The goal of the Community Based Organization Model Program was to develop an articulation program between San Jose City College and the San Jose Center for Employment Training (CET) in the area of office skills. The project students at CET would have the opportunity to receive academic credit for their coursework at CET, and would be encouraged to continue their vocational career development at San Jose City College.

The program objectives were in three major areas: curriculum articulation; recruitment; and model program development. Specifically these objectives involved:

- Analyzing the CET curriculum to determine areas of mismatch with the college;
- Rewriting curriculum to encourage articulations
- Establishing a mechanism to enable CET and San Jose City College instructors to substitute teach for one another
- Developing appropriate articulation agreements
- Establishing procedures to allow students to receive academic credit for the articulated courier
- Developing mechanisms to facilitate continuing education for employed CET students
- Establishing a similar program at Evergreen Valley College
- Developing similar articulation agreements with additional CET sites and their local community college partners.

Management and Administration

Staff for this project included a Project Coordinator who managed and administered the project on a daily basis, CET and college staff and instructors, and the project director.

The project was overseen by an Advisory Committee composed of both college staff and CET staff. Their role was to review and revise the curriculum, and offer the project coordinator general guidance on the project.

Outcomes

In addition to the final report, articulation agreements, recruitment materials, a certificate of completion, and instruction materials for program replication were produced as a result of this project. All of these documents were submitted to the Chancellor's Office.

Recruiting students for evening given that the direct enrollment of students at the college would contradict the major employment emphasis of the CET. Two successful recruitment sessions were held, and brochures designed for CET students were distributed.

Project staff found it difficult to replicate the program at Evergreen Valley College due to the differences in curriculum and other related issues. However, replication at Allan Hancock and its local CET met with considerably more success.

A third party evaluator assessed the project during the funding period, and highlighted project successes. The Community Based Organization Model Program demonstrated the success in developing linkages between community based organizations and community colleges so that both institutions can better leverage resources and better serve students. Recommendations made by the evaluator were incorporated into the project for future planning.

Criminal Offenders

1988-89

Criminal Offenders

Project	88-0439
Grantee:	Department of Corrections
Contact:	Dr. Lloyd McCullough (916) 323-4064
Funding Source:	Title II A - Criminal Offenders
Amount Awarded:	$322,439

Goals and Activities

The goal of the Department of Corrections' (DOC) vocational education efforts was to supplement the Inmate's Work Incentive Program and enhance training to meet employment needs upon release of the incarcerated. The DOC funded 14 institutions with one-percent set-aside funds to coordinate and provide instruction. The funds were specifically used to:

- Provide a program reviewer who reviews each institution on a quarterly basis;
- Replace antiquated equipment;
- Coordinate and compensate for advisory council meetings;
- Provide on-site certification; and
- Supply necessary student-aides.

The project director visited each program to review trade-council activity, student enrollment, curricula, progress records, and take an inventory of equipment, and then prepared progress reports following each visit.

DOC used the progress reports as basic criteria that each institution must fulfill for accountability. While nearly 2,000 inmates were being served in the various programs, such as welding, electronics, drafting and auto mechanics, enrollment and completion are not the primary objectives to measure success due to the amount of transfer that occurs in the corrections system.

Management and Administration

The program was implemented by the project director, with no other DOC staff involved in the project. Because this project is very stable and systematic, and funded annually, there is very little change in the administration of the program. The project Advisory Council consisted of members of business and industry, education, and law enforcement from

around the state and acted in advisory capacity only. Locally, each institution also had an Advisory Council known as Trade Committees to provide local-level support.

Outcomes

At the close the funding year, the project director produced a final report which documented the activities of the program and successes of institutions. The final document was disseminated country-wide to schools, libraries, correctional agencies and other interested/impacted state agencies.

The correctional vocational education program has little actual outcome data due to the fact that the inmate population is not conducive to follow-up activities. Most of the program areas have shown high certification rates, up to 90 percent in some areas, but inmates frequently are moved from institution to institution based on crowding and behavior.

According to the project director, the real success of this program is the national respect garnered by DOC for its approach and quality of program. Primarily due to the ongoing quarterly reviews and knowledgeable Advisory Council, the program has developed high standards which each institution must meet for funding.

Curriculum Development

1988-89

Computer Managed and Aided Instruction

Project	88-0441
Grantee:	Sierra College
Contact:	Dr. Paulette Perfumo-Kreiss (916) 624-3333
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$90,000

Goals and Activities

The Computer Managed and Aided Instruction Project was funded for a fourth year in 1989 to continue evaluating computer software and distributing results. The overall project emphasis was on disseminating third year findings and updating the findings to include newer versions of vocational education software and new, unevaluated software.

Seven objectives were identified for this project:

1. Evaluating updated versions of previously evaluated software;
2. Evaluating new programs not previously evaluated;
3. Conducting workshops;
4. Publishing and distributing the directory;
5. Redesigning, rewriting, updating and strengthening the evaluation instruments;
6. Developing and implementing a bulletin board on Info-Net; and
7. Preparing for project expansion.

A total of 26 software programs were evaluated during 1988-89. Thirteen workshops were conducted with 414 participants representing Automotive, Construction, Drafting, Electronics and Manufacturing vocational fields. The major emphasis of these workshops was on updating instructors on the changes in software programs which could affect their curriculum.

Management and Administration

Sierra College administered the project and communicated with the software companies while the field experts performed actual software program evaluations and presented at workshops.

The software industry has overwhelmingly supported this evaluation project and the majority of software programs were donated, totalling over $500,000.

Outcomes

One product of this project was the statewide directory which evaluates the software in terms of worth, educational and curriculum benefits. All California Community College Vocational Education Departments, regional occupational programs, secondary districts and workshop attendees received copies of the directory.

According to project staff, the major outcome of this multi-year project has been the improvements in curriculum achieved by increased knowledge at the field level of cutting-edge technology. The software evaluations have served to not only identify optimal software programs, but to increase general awareness of the availability of such programs.

Additionally, two important activities in year four of the project have improved the project for future years: Evaluating and redesigning the evaluation instruments and connecting with Info-Net for increased outreach and communication. The project has created a solid foundation of knowledge and a means of disseminating that information to the technical vocational instructors, and a permanent partnership between education and the vocational software industry has been created and maintained.

Finally, according to project staff, the implementation of the project on Info-Net resulted in increased efficiency and communication between the contractor and field experts in the five vocational areas addressed in this project. Coordination with Info-Net also led to increased dissemination and workshop/presentation announcements.

International Trade Model Curriculum

Project	88-0457
Grantee:	Saddleback College
Contact:	Don Busche (714) 582-4623
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$63,000

Goals and Activities

Saddleback College was contracted by the Chancellor's Office to develop a model curriculum for international trade for the community colleges. The project was designed in two phases: a data collection stage and an implementation phase. This project focused on the data gathering process.

Four objectives were identified for this project:

- Establish a Project Advisory Council comprised of college faculty, college administrations and business representatives;
- Assess the need among the business community for an international trade curriculum;
- Collaborate with experts to determine background information for developing a model international trade curriculum; and
- Meet with CSU and UC educators to determine need for lower division programs and articulation possibilities.

To meet these objectives, project staff conducted a survey of 800 business professional within the state to determine the needs of businesses and to assess the state of international trade. The results of this survey were documented in a report which offered suggestions for a curriculum model. The report was presented at a conference for business educators.

Management and Administration

In addition to the project director, project staff also included a part-time coordinator and part-time clerical staff. The 36-member Advisory Council was composed of the leading business people and educators within the field of international trade in California. The Council, which met four times formally during the year, analyzed and validated the data obtained during

the project. The project also received in kind assistance in the form of mailing lists from Ed>Net, the Orange County LMI, and several businesses throughout the state.

Outcomes

In addition to the final report documenting project activities and outcomes, a survey instrument and a model curriculum were produced as a result of this project.

According to the project director, the survey data was the chief outcome of the project because the information, in combination with other supporting materials, formed the basis for the development of the model curriculum. However, the project also served to generate interest and create awareness among both the business and the academic communities, and facilitated better communication between these two entities. This project also enhanced state and local efforts in vocational education by contributing to the establishment of a trained workforce current with the emerging industries within California.

Analysis of Nursing Program Curriculum

Project	88-0470
Grantee:	Napa Valley College
Contact:	Doris Zylinski (707) 253-3120
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$40,000

Goals and Activities

This project was designed as a comparative study of California Community College nursing curriculum predicated on data collected from health agencies employing vocational nurses. Acute care, long-term care, and mental hospital settings were surveyed to discern skills and competencies that are required of nursing staff. This information was subsequently considered in light of findings from demographic analyses of community college student bodies, particulars of LVN programs, and satisfaction surveys of nursing program graduates over the past three years. The main purpose was to define the need for Licensed Vocational Nurses, and distinguish their role as caregivers in agency settings from Registered Nurses.

The main goals for the project were the following:

- To draft a model curriculum reflecting survey findings and opinions expressed by the project Advisory Committee; and

- To ensure that the drafted curriculum would meet the needs of both acute and long-term health care settings, and will be approved by the Board of Vocational Nurses.

To achieve these goals, project staff completed a survey of hospitals, nurses who had graduated from community college programs, and community colleges' vocational and occupational deans. An Advisory Committee was selected so a meaningful review of college curriculum could be undertaken. After the review was complete, the model Licensed Vocational Nursing curriculum was written and presented to the Board.

Management and Administration

Although there was no full-time staff person allocated for this project, the director and her secretary devoted part of their time to the project. The director also hired a consultant who worked approximately 20-30 percent

time to help design the survey instruments and give direction to the analysis of data and other information gathered.

An Advisory Committee of 16 people assisted the project at different stages. They approved the study methodology, and served as a resource of health agencies for a portion of the survey sample. After completion of the survey, the committee validated the data, and alerted project staff to what they felt were suspect quantitative findings.

Outcomes

At the close of the study, an oral presentation was made to both the Board of Vocational Nurses and the Board of Psych Tech examiners. A booklet reporting the results of the study was produced, and was distributed to the LVN and RN boards, LVN and RN program directors, vocational and occupational deans, college vice presidents, and the Chancellor's Office.

According to the project director, the most favorable and important outcome of the study was the finding of the need for vocational nurses in health agencies throughout the State. This study also informed health agencies regarding specific job skills and competencies of vocational nurses who graduate from programs offered by community colleges. Within the State's colleges, vocational deans and vocational nursing program directors were provided evidence and support for the continuation of these programs which was not previously available.

In addition, this study has sparked the first dialogue between vocational nurses and health agencies in the state. As a result, staffing mixes within hospitals nursing staffs have changed, and many settings that formerly staffed themselves entirely with registered nurses employ large vocational nursing staffs.

An independent researcher at Napa Valley College conducted an informal evaluation of the program, and the project Advisory Committee provided guidance to ensure that all objectives were met.

Curriculum Development for Part-Time Programs for Certified Nurse Assistant to Licensed Vocational Nurse and Licensed Vocational Nurse to Registered Nurse

Project:	88-0471
Grantee:	Imperial Valley College
Contact:	Dr. Betty Marks (619) 352-8320 x348
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$39,034

Goals and Activities

To alleviate the shortage of nurses in the Imperial Valley, the goal of this project was the development of a curriculum to allow certified nurse assistants and licensed vocational nurses the opportunity for career advancement through part-time study. In developing the curriculum, project staff surveyed full-time nursing programs throughout the state, to document pre-requisite courses, curriculum requirements and also included unit requirements. This activity in a literature review of nursing programs which identified affirmative action issues. The project also summarized the requirements of all regulatory agencies in the development of the new curriculum.

Management and Administration

Seven staff members worked on the project part-time. The project was guided by a ten person Advisory Committee representing the County Health Department, home health care, skilled nursing facilities, and representatives of Imperial Valley College's School of Allied Health. The Committee's role was to communicate the needs of their organizations to the project staff as the curriculum was being developed, and to the curriculum once it had been developed to assure that it would meet their needs. In addition, the project staff conducted joint planning with the Regional Occupational Programs in local high schools.

Outcomes

The new curriculum, a literature review and a final report of project activities, were submitted to the Chancellor's Office at the culmination of the project. The curriculum and literature review were also distributed statewide to all nursing programs.

There were several positive outcomes as a result of the project, according to the project director. Designing a part-time curriculum encouraged dialogue between various segments of the Imperial Valley community and prompted joint planning with ROP. In addition, health officials at Imperial Valley College had the opportunity to learn about nursing programs statewide. Moreover, the literature review directly benefitted all statewide nursing programs, and indirectly benefitted potential underrepresented and underserved program participants. The project encouraged instructors and administrators to consider the cultural and socio-economic barriers of vocational training for large and usually underrepresented segments of the population.

Unfortunately the new curriculum was never implemented because of budget cuts the following year.

Fire Science Curriculum Dissemination

Project	88-0482
Grantee:	Los Rios Community College District
Contact:	Myron Nadolski (916) 484-8354
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$35,000

Goals and Activities

In 1981, the California Community Colleges established a standard fire technology core curriculum. The purpose of this 1988-89 project was to review and update that curriculum, and to accept a new, standard curriculum for community colleges. The standard curriculum was to be disseminated to fire technology instructors through a series of regional workshops, located near districts with a high density of fire technology programs.

An Advisory Committee supported project activities in reviewing and updating the curriculum. The committee was comprised of community colleges academics, as well as state, city and rural fire service divisions. A total of five core classes were agreed upon, with the intent that these courses would articulate among all community colleges offering the fire technology curriculum. Ten regional workshops were held to disseminate the revised core curriculum.

Management and Administration

A part-time (50%) staff member directed project activities. The project Advisory Committee had a wide range of practical guidance from fire department representatives from the city of Sacramento, as well as from rural communities in Sacramento county. Community college representatives from the partner colleges (American River College, Sacramento City College, Cosumnes River College) also provided academic guidance for the updating of the curriculum.

Outcomes

The project director reported several positive outcomes of the project:

- The review and approval of five, three unit core courses that meet Title V requirements;

- The adoption of the new fire technology curriculum by 18 colleges; and

- Statewide recognition of two additional elective courses strongly recommended for fire technology students.

As a result of this project, it is now possible for any student in the California Community College system to take curriculum in fire technology and transfer that credit to any other community college offering fire technology curriculum. A residual effect of this effort has been the creation of a Bachelors degree program in Fire Service Administration at California State University, Sacramento.

Innovative

1988-89

Development and Distribution of Recruitment Film for Dental Professionals

Project	88-0450
Grantee:	Diablo Valley College
Contact:	Dr. Milt Luxemburg (510) 685-1230
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$10,000

The project director was unable to be interviewed. None of the current staff were able to discuss the project.

Video Development for Nursing Recruitment

Project	88-0475
Grantee:	The University Foundation, California State University, Chico
Contact:	Louis Nevins (916) 895-5294
Funding Source:	Title II A - Adult Training
Amount Awarded:	$10,000

Goals and Activities

The major goal of this project was to increase the enrollment of students in nursing programs by providing students with an explanation of the educational and career pathways of nursing. The Instructional Media Center at California State University Chico had previously developed a generic recruitment video, "The Heart of Nursing," that addressed general career pathways in the nursing profession. The focus of this project was on the development of a companion recruitment video addressing the more detailed aspects of the education required for various nursing careers.

An informal project Advisory Committee, consisting of representatives from the nursing departments at CSU Chico, Butte College, and Yuba College developed the script for this new video, entitled "Career Paths in Nursing." Working closely with local hospitals and schools, the second video was filmed and edited. A user's guide was developed to provide supporting information to this new video. A complete nursing recruitment package was prepared, including both the "The Heart of Nursing" and "Career Paths in Nursing" videotapes, along with the user's guide. This recruitment package was distributed to all 107 community colleges.

Management and Administration

In addition to the project director, a producer and complete film crew assisted in the development and filming of the videotape. The informal project Advisory Committee provided input in the development of the script. Local hospitals, elementary schools, hospices were also involved in supplying information for the videotape and providing filming locations.

Outcomes

In addition to the videotape packages which were disseminated statewide, a final report documenting project efforts was prepared and distributed to the Chancellor's Office.

Although no formal evaluation of the project has yet been undertaken, the videotape package has been well received, according to project staff. The project director would like to see a follow-up study conducted to ascertain the extent to which the videotape package has made an impact in nursing recruitment efforts.

According to project staff, in terms of project impact, the videotape package has supported efforts to increase enrollment in nursing programs. Moreover, according to the project director, nursing faculty are using the videotape in the classroom to illustrate various career pathways in nursing, thus expanding the use of the videotape package beyond simple recruitment efforts. Finally, the use of male nursing students and role models in the videotape has supported the state and national goals of sex equity for vocational education programs.

Professional Development

1988-89

Gender Equity Resource Systems (GEMS)

Project	88-0438
Grantee:	Evaluation and Training Institute
Contact:	Dr. Clare Rose (310) 820-8521
Funding Source:	Title II A - Single Parent/Sex Equity Combined Funding
Amount Awarded:	$155,000

Goals and Activities

The Evaluation and Training Institute was contracted to continue and expand the Gender Equity Management System (GEMS) technical assistance program developed in 1987. The major activities for the third year of GEMS included:

- Providing on-site one-day technical assistance workshops for college administrators, support services and gender equity coordinators to improve the planning and implementation of gender equity and single parent/displaced homemaker programs, and strategic planning;
- Creating and disseminating the California Connection gender equity newsletter, with information on successful programs, strategies and resources;
- Providing mini-grants to colleges for the purpose of implementing activities as detailed in their GEMS strategic plans; and
- Planning and developing a public information packet to inform the public, community college personnel and students, and key decision-makers about the Chancellor's Office gender equity and single parent/displaced homemaker programs.

ETI also conducted analysis of the state enrollment data and provided this information to interested colleges.

Management and Administration

ETI managed the project and utilized the expertise of gender equity consultants to provide technical assistance to the colleges and plan the documents.

Outcomes

Twenty-five copies of the California Connection newsletter were disseminated to gender equity coordinators at each college, national gender equity interest organizations, and other consultants. Copies were mailed to the Chancellor's Office and California Department of Education.

Eight colleges were served with technical assistance during the program year, increasing the total served in three years to 38 colleges. Another eight colleges received mini-grants to implement innovative gender equity and single parent/displaced homemaker activities. The California Connection newsletter also received extremely positive evaluations from readers.

Statewide Community College Instructional and Administrative Telecommunications Network

Project	88-0440
Grantee:	Irvine Valley College
Contact:	L. Joyce Arnston (714) 559-3244
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$95,000

Goals and Activities

The Telecommunications Network project was designed to bring college faculty and administrators into the "information age" by providing them with technical assistance about computer use and encouraging the continued development of telecommunications curriculum for college students.

Project goals included:

- Expanding to eight new instructional sites and five new administrative sites;
- Expanding the comprehensive curriculum guide;
- Establishing and implementing a procedure for administrative assistance;
- Conducting informational workshops;
- Exploring the use of telecommunications as a tool; and
- Increasing the database of information relating to telecommunications technology in the community colleges.

The network served 26 administrators (at 24 colleges), 77 faculty (at 47 colleges), and two college districts. Project activities included researching, developing and circulating the curriculum guide, and conducting workshops to train faculty and administrators.

Management and Administration

The project was implemented by the project director with assistance from part-time information processors. A 12-person Advisory Committee, composed of telecommunications professionals and educators, guided the project. The project also utilized a 26-member Curriculum Committee to develop the curriculum guide. This committee researched, wrote, tested and edited the curriculum guide and desk-top published the guide. In addition, the project received considerable support from local businesses

who donated computer equipment, as well as training for project staff.

Outcomes

In addition to a final report on project activities, copies of the curriculum guide was submitted to the Chancellor's Office. Four workshops were held statewide to present the guide and to train administrative staff.

According to the project director, the primary positive outcome of the project was the expansion and dissemination of the curriculum guide. The project also created a network for educators and administrators to solve problems and share data. The project also served to keep faculty members informed and abreast of improvements and changes in computer technology.

This project complemented vocational education objectives by bringing industry and colleges together, increasing faculty knowledge on changing technology, and producing necessary curriculum materials to be incorporated into a course.

Professional Development and Program Improvement for California Community College Business Office and Marketing

Project:	88-0451
Grantee:	Irvine Valley College
Contact:	Joyce Arnston (714) 559-3244
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$155,367

Goals and Activities

The purpose of this project was to provide lowcost training to instructors in business and marketing program areas. The project goals were to:

- Provide 18 workshops, 4 telecommunications training activities, and 3 demonstration programs in order to provide in-service training to 300 instructors statewide;
- Sponsor two international marketing conferences, three leadership conferences, and a one-day networking retreat; and
- Offer two local-level technical assistance programs.

To implement the project, the staff began by conducting an initial survey to determine the needs of the instructors. An active mailing list of over 1,500 instructors was maintained and theses instructors received invitations to all events. Project staff designed all the brochures for the workshops in house, and were responsible for logistical and programmatic planning. Each program cost the participant a nominal fee of $10.

Management and Administration

In addition to the project director and clerical support, a full-time business education specialist was responsible for the planning and implementation of all of the workshops. The specialist worked in coordination with an 8-person advisory committee comprised of leaders from business and industry and educators, and with several small task forces.

Outcomes

A total of 30 workshops were held as a result of the project. In addition, a final report on the project was prepared and distributed to the chancellor's office.

The project far exceeded it goals. A total of 948 people were served representing 97 campuses and 3 community college districts. In addition, instructors attending the workshops were able to exchange curricula and expand informal faculty networks. Unexpectedly, several new courses were developed through these opportunities for networking.

All workshop participants completed program evaluations, and a third party evaluation of the project was conducted. According to these sources, participants were highly satisfied with their experience and benefitted from attendance at these events. Many mentioned that the Asilomar conference was too short.

This project enhanced the instructors knowledge of computer applications., which will be passed directly on to the student.

Center for Cooperative Education

Project	88-0452
Grantee:	Diablo Valley College
Contact:	Paul Nilsen (510) 685-1230
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$42,500

Goals and Activities

The Center for Cooperative Education was established to provide professional training and development for administrators, educators and staff in the field of cooperative work experience education. It initially began in 1982 as a pilot project with a federal grant. Although the project was cost-effective and had several successes, due to federal cut backs it was not refunded. The Center continued to operate informally until 1988 when it received special project funding.

Project objectives during 1988-89 were to:

- Establish the new California Community College Center for Cooperative Education at Diablo Valley College;
- Establish four regional training clusters (Northern California, Central California, South Coast/Los Angeles and Desert/San Diego) to serve the entire state;
- Provide short-term, on-site training programs for staff and faculty on policies and procedures; and
- Conduct a minimum of five workshops in conjunction with professional associations.

To establish a center which met the needs of all of the community colleges, project staff conducted a needs assessment survey for faculty and staff. Project activities also included several regional conferences, on-campus small group training as well as on-site training, the establishment of a resource library and the distribution of a newsletter to all of the community colleges.

Management and Administration

In addition to the project director, the project was implemented by a training director, a clerical specialist, and two resource consultants. The Cooperative Work Experience Statewide Advisory Committee, comprised of

business people and educators, developed the survey instrument and offered general guidance to project staff.

Outcomes

A final report was submitted to the Chancellor's Office at the end of the funding period. Other final products include a joint conference with Los Angeles City College, several workshops and oral presentations, an extensive mailing list, newsletters and the resource materials developed for the library.

Project successes included the high response rate to the survey (92 colleges of 107) and the nearly 400 people served through various program activities. Evaluations from conferences and workshops also indicated that participants highly valued project activities. In addition, a third party evaluation was conducted at the conclusion of the funding period. The evaluation measured program success based on the degree of integration into the college community, and the awareness and recognition of the program by college officers. Evaluation results were used to assist the program staff in better meeting its objectives.

According to project staff, the chief outcome was the establishment of cooperative communication between the education community and the Chancellor's Office and business/industry. Opening lines of communication facilitated the process of widespread sharing of information as well as professional networking. Staff reported that unanticipated outcomes emerged from the information gathered from survey results (i.e. the degree to which cooperative education contributes to student income). The project also served to improve the professional image of cooperative education, thereby increasing its value for participating students.

Agriculture High Tech/Computers

Project	88-0453
Grantee:	University of California, Davis
Contact:	Dr. James Leising (916) 752-1808
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$20,000

Goals and Activities

The main purpose of this project was to help agriculture programs in community colleges develop a computer networking system which would allow them to access larger data bases and improve instruction at the community college level.

The goal was to establish computer networks in over half of the colleges' agriculture programs, by staging computer demonstrations at 30 colleges. Project staff conducted site visits to different areas within the state and offered inservice education by demonstrating the network, and offering interested faculty free on-time use of different networks. A handbook/manual on computer networking was also developed to introduce what is currently available through the system.

Management and Administration

In addition to the project director, a project Advisory Committee monitored activities, gave overall direction in targeting sites for demonstrations, and advised staff regarding possible improvements in presentation. Individual colleges also supported the project by providing meeting space for demonstrations, and the AGRIDATA company granted free education and training time on their system.

Outcomes

According to the project director, the main outcome of this project was the increased awareness and acceptance of computers by instructors in the field of agriculture. Some instructors have fully adopted systems that were demonstrated by the project, and included orientation to agricultural data systems in their instructional programs. Moreover, this project has reinforced a preidentified State priority of integrating the use of computers into all academic and vocational areas.

Agricultural Education Program Plan

Project	88-0456
Grantee:	California State University, Fresno
Contact:	Arthur A. Parham (209) 278-4332
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$40,000

Goals and Activities

The Agricultural Education Program Plan grew out of the efforts of the state Agriculture Education Advisory Committee to improve and streamline the body of knowledge conveyed in agriculture curricula. To formulate a program design, California State University Fresno proposed to convene a strategic planning conference, comprised primarily of industry representatives, to offer a design for agricultural programs in community colleges for the year 2000.

The report, generated from the two-day strategic planning conference, was presented at the California Agricultural Teachers Association for input and feedback. After modest revisions, the plan for implementation was presented to the state Advisory Committee. Final recommendations were submitted to the Chancellor's Office.

Management and Administration

In addition to the project director, a project manager administered the project on a regular basis with the assistance of support staff. The state Agriculture Education Advisory Committee served in an advisory capacity to the project and received quarterly updates on the projects progress.

Outcomes

As a result of this project, a program plan and the final report were submitted to the Chancellor's Office. The final plan was distributed to every community college in the state, the four major state universities with agriculture programs, the state Advisory Committee, and the CSU Fresno Foundation.

Overall the project was considered successful and to have met its stated goals because a program plan, which represented both the industry and education perspectives, was produced. Although the conference did not

have as many representatives from the business sector as anticipated, the conference did allowed for substantial industry participation.

Although a formal summative evaluation of the project was not produced, the strategic planning conference was evaluated by participants. They found the conference to be productive and successful.

Training for Gender Equity and Single Parent Coordinators

Project:	88-0458
Grantee:	Yosemite Community College District
Contact:	Dr. Pamila J. Fisher (209) 575-6514
Funding Source:	Title II A- Single Parent/Sex Equity Combined Funding
Amount Awarded:	$30,000

Goals and Activities

The goal of this project was to plan and implement a statewide conference for Gender Equity and Single Parent Coordinators. This conference was designed both to provide coordinators with the most recent regulations on gender equity issues, and to serve as a forum for exchanging information and teaching new skills to help bring about change.

Project staff were responsible for planning, conducting and evaluating the conference. Activities included meeting with an Advisory Committee, developing the conference brochure, marketing the conference, registering participants, securing keynote speakers and facilitators, and collecting and analyzing evaluations. Approximately 80 people attended the conference.

Management and Administration

The project was staffed by two part-time individuals. The project Advisory Committee assisted in identifying a conference theme and key issues and topics for the program. Committee members also served as facilitators during conference seminars.

Outcomes

Program evaluations indicated that the conference was successful. Participants noted that as a "working conference," gender equity coordinators received useful information which made them more effective advocates. In addition to conveying information, the conference also served to strengthen regional gender equity networks.

Conference coordinators also learned that because of the high turnover in gender equity and single parent coordinators, it has become necessary to provide a basic workshop each year on the role of gender equity

coordinators. To assist in planning future conferences, program participants also provided feedback on valued program topics and those topics which were missing from the conference. As a result of this conference, coordinators also received substantial information on the rules and regulations for Gender Equity and Single Parents as mandated in the vocational education funding legislation.

Finally, in addition to the conference, a final report of detailing conference activities and evaluation results was submitted to the Chancellor's Office.

Regional Workshops on Access for Women

Project	88-0459
Grantee:	Mount San Antonio College
Contact:	Richard Wright (714) 594-5611
Funding Source:	Title II A - Single Parent/Sex Equity Combined Funding
Amount Awarded:	$30,000

Goals and Activities

Mount San Antonio college was contracted to conduct regional gender equity workshops for community college personnel. The goals of the project were two-fold: to develop stronger regional organization, leadership, resources, and networking, and to conduct workshops for vocational education staff, counselors, and gender equity and single parent coordinators to overcome sex bias and barriers.

To achieve these goals, project staff organized six gender equity regions, selected and trained regional coordinators, and identified priorities for the workshops. Six workshops were held with 262 community college personnel attending. Speakers representing business and industry, trades, and other non-traditional role models were recruited for the workshops.

Management and Administration

Mount San Antonio contracted with an outside consultant to manage the project. Project staff organized the workshops, conducted mailings to recruit regional coordinators and advertise the workshops, and provide ongoing support for the regional coordinators.

A Task Force was established to provide support for the project, serve in recruiting coordinators and building attendance for the workshops, and identify priorities and issues for the workshops. The Task Force was comprised of representatives from gender equity and single parent programs, counselors and the president of the college. Additionally, each region formed a similar Task Force to provide support for local programs and build equity in their regions.

Outcomes

A final report of project activities was sent to the Chancellor's Office and the Task Force. The project created a directory of single parent and gender

equity staff and disseminated the directory statewide.

According to the project contact, several positive outcomes occurred, including: the implementation of new regions and coordinators, statewide dissemination of the directory of contacts, improved communication and strength of regions, inclusion of persons new to gender equity, and acknowledgement of the new organization in the California Connection newsletter.

Staff In-Service

Project: 88-0462
Grantee: Los Rios Community College District
Contact: Linda Wark (916) 920-7831
Funding Source: Title II A - Handicapped
Amount Awarded: $60,000

Goals and Activities

This project was as a means to provide professional development for college faculty and staff on sensitivity to issues with the learning disabled. The project targeted the Los Rios Community College District to implement a model conference for staff development in learning disabled issues.

The project was organized with the use of a project coordinator at each of the participating campuses in the district (Sacramento City College, American River College, and Cosumnes River College) oversee a campus task force. Each task force participated in planning the local conference. In order to plan the conference, a survey was designed to assess the knowledge level of potential conference participants.

The conference, held in April of 1989, was composed of four distinct in-service activities, each targeted to administrators and non-certificated staff, faculty, business and community agencies and out-of-district personnel. Conference speakers were nationally recognized experts on civil rights and people with disabilities or successful people with learning disabilities. The conference was video taped for future use.

A similar conference was held in August in Southern California but was targeted at coordinators of disabled student programs, vocational education deans, deans of instruction and rehabilitation agencies. This conference presented a step-by-step procedural training manual to illustrate inexpensive in-service activities.

Management and Administration

In addition to the district project director, each campus had a part-time project coordinator. A full time project assistant was also hired to coordinate all conference activities and facilitate communication between the three project sites.

In addition to each campus task force, a statewide advisory committee was formed to guide and monitor the overall progress of the project. This committee was composed of educators and business people. The committee was ethnically diverse and was of people with disabilities.

Outcomes

A final report, two conferences, a in-service training guidebook, a video tape and resource materials were all produced as a result of the project. Copies of these materials were submitted to the Chancellor's Office.

Each conference was evaluated by conference participants. The conferences were highly praised as being informative and inspirational.

Three copies of the video tape of the first conference and three copies of the training manual were distributed to all 107 colleges in the system. The video tape and manual will allow every college campus to replicate an in-service training on campus at low cost.

This project was instrumental in raising college faculty and staff awareness to the special challenges that learning disabled students face. By making college faculty and staff more aware of and sensitive to these issues, learning disabled students can receive the support they need to attend and complete college.

Commercial Art Specialist

Project	88-0464
Grantee:	Cuyamaca College
Contact:	Kay Turman (619) 670-1980
Funding Source:	Title II A - Handicapped
Amount Awarded:	$39,715

Goals and Activities

The purpose of this project was to offer training in commercial arts to physically disabled students, thereby promoting job opportunities and career development for this population. The goals for the project were to:

- Recruit and enroll 24 students into a certificate training program;
- Revise the commercial arts curriculum to meet the needs of the target population;
- Create linkages with local industry through an internship for program participants; and
- Identify employment opportunities for 75 percent of the students who complete the program.

Twenty-two students were enrolled in the program. Of these, 19 students completed the program and received certificates. Fourteen of these students were placed in continuing education program or in permanent jobs.

Management and Administration

The project was managed by a part-time project coordinator with assistance from the Director of Disabled Student Programs and Services, the Commercial Arts Coordinator and a Job Placement Specialist. A small campus Advisory Committee offered general guidance to the project and assumed responsibility for the curriculum modification. The project also received additional assistance form several local social service agencies, including the Department of Rehabilitation, the Employment Development Department and the Veterans Administration in identifying appropriate participants for the program.

Outcomes

In addition to the final report, a revised curriculum was produced as a result of this project.

According to the project director, by training disabled people for employment, program participants assimilated into the mainstream college community, thereby increasing their self esteem. Another key to the success of the program was the role of the job placement specialist, who taught job skills to the program participants.

Staff In-Service for Disadvantaged

Project	88-0465
Grantee:	Mount San Antonio College
Contact:	Richard Wright (714) 594-5611
Funding Source:	Title II A - Disadvantaged
Amount Awarded:	$60,000

Goals and Activities

Mount San Antonio College was contracted to provide regional workshops and technical assistance to in-service community college personnel on issues relating to instructing and providing services for disadvantaged students.

The goals of the project were to: provide regional workshops for community college personnel to effectively provide services to disadvantaged population students, and provide field technical assistance to colleges implementing programs for disadvantaged students. Additionally, the project hoped to coordinate with a parallel project run by Los Rios Community College District, but the coordination was minimal because the Los Rios project was locally targeted while the Mount San Antonio project was statewide.

Mount San Antonio conducted a survey of the 107 community colleges to assess the number of programs designed for disadvantaged students, identify model programs, identify resources and identify issues for workshop topics.

Mount San Antonio held four workshops which were attended by 140 community college personnel representing 51 colleges. The workshops consisted of guest speakers, model program identification, and focus groups to discuss issues and barriers regarding implementing disadvantaged student programs. The field technical assistance activities were not completed due to late funding for the project.

Management and Administration

Mount San Antonio administered the project and subcontracted with an outside consultant to conduct the project activities. No full-time community college staff were assigned to the project although in-kind time was donated from personnel that presented at the workshops.

Ms. McGillicuddy utilized the statewide committee for disadvantaged populations in the planning of the project. The committee consisted of over 30 members from California Community Colleges, business and industry, and state government. The committee assisted in establishing priorities, content and issues for the workshops. Committee members also acted as speakers for some of the workshops.

Outcomes

A final report documenting the project activities was sent to the Chancellor's Office and to ERIC.

According to the project contact, positive outcomes from this project included:

- Identification of model programs and sharing of information regarding these programs;
- Statewide distribution of the survey results;
- Completion of a literature review of non-community college programs;
- Development of a "position paper" by project staff; and
- Overall positive response to the workshops and focus groups.

There were two negative outcomes from the project: 1) The failure to conduct field technical assistance for the community colleges, and 2) the cancellation due to lack of interest of one of the workshops (five were originally scheduled).

The project contact felt the project showcased innovations and unique programs, creating a statewide information exchange. The priorities identified and discussed in the focus group segment of the workshops was a very successful element of the project.

Internship for Staff/Students of Vocational Disadvantaged Programs

Project	88-0466
Grantee:	Los Angeles Mission College
Contact:	Penny Jarecke (818) 364-7600
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$24,970

According to the project director, this project never occurred and all monies were returned to the Chancellor's Office.

Disabled Student Program Job Development Project

Project	88-0467
Grantee:	Los Angeles Harbor College
Contact:	Deborah Tull (310) 522-8200
Funding Source:	Title II A - Disadvantaged
Amount Awarded:	$30,245

Goals and Activities

The purpose of this project was to address the deficiency in the number of people with disabilities in the workforce by providing job placement assistance to disabled students. The project, which was specifically designed for 75 vocational education students at Los Angeles Harbor College, aimed to secure permanent employment for 40 percent of this disabled student population.

To achieve this goal, students attended a job readiness workshop and received a series of job placement consultations and referrals. In addition, students were provided with academic, career and personal counseling, and participated in testing and assessment activities. In addition, the project provided information to business community on the skills and training background of these students.

Management and Administration

Five staff members were responsible for implementing the project. In addition to the project director, who was responsible for the overall coordination of project activities, staff included a full- time job developer, a part-time job developer, a part-time program assistant, and a part-time counselor. To offer overall guidance, a ten member Advisory Committee met frequently to keep project staff abreast of trends in the job market, new employment opportunities, and techniques for approaching employers. The project also received community support in the form of materials and the use of local facilities.

Outcomes

Several products were produced as a result of this project. In addition to the final report which was submitted to the Chancellor's Office, resource materials were developed and distributed to the target population as well as

to the school counseling center to help sensitize counselors to the issues faced by the disabled student community. A notebook containing employment opportunities was developed and has continued to receive new job listings with the close of funding.

A total of 45 percent of project students received job offers. However, only 21 percent chose to accept the positions they were offered. The project director attributed this low acceptance rate to external factors which the project could not address. For example, after the project began, project staff learned of the importance of transportation for the target population. Had this barrier been identified earlier, staff might have been able to find ways to address this obstacle.

According to the project director, the primary positive outcome of this project was the development of the job bank. The project was also successful in generating good will within the business community and in encouraging educators to begin to take responsibility for the "endpoint" of education-- helping students find jobs. Student evaluations indicated that the program was useful and enjoyable.

Showcase of Consumer Homemaking Education in California Community Colleges

Project	88-0468
Grantee:	Sierra Community College District
Contact:	Dr.Paulette Perfumo-Kreiss (916) 624-3333
Funding Source:	Title III B - Consumer Homemaker Education
Amount Awarded:	$19,935

Goals and Activities

Sierra Community College District conducted a statewide survey of community colleges to assess the uses/non-uses of Consumer Homemaking Education (CHE) competitive funds. The objectives of the project were to offer creative solutions to overcoming barriers to the use of CHE funds; share exemplary program ideas which colleges may adopt or adapt; and offer recommendations to the CHE statewide Advisory Committee regarding the improved use of CHE funds.

While an element of this project was to document the uses of funds, the main thrust was the identification of five model CHE programs.

A statewide survey was conducted in which colleges were asked about funding issues, types of services/programs/activities, number and characteristics of students being served, planning and evaluation activities, and barriers. Survey findings led to the identification of the five model programs at Chaffey College, Fresno City College, Modesto Junior College, Orange Coast College, and Saddleback College. A resource manual documenting the efforts of the model colleges was also prepared.

Management and Administration

The project was implemented by Sierra College with significant input from a project Advisory Committee. The Committee consisted of members of Sierra College administration, CHE and other faculty, support services, re-entry students and local community services representatives.

Outcomes

The resource manual documenting the five model colleges was produced and disseminated to all colleges statewide and to the Chancellor's Office.

According to the project director, although the study results indicated that community colleges lack an understanding of the purpose of CHE funding on a program philosophy level, the target audiences -- low income, educationally disadvantaged, young homemakers, elderly, unemployed, handicapped and pregnant teens -- are being served by the funding.

Telecommunications Network

Project	88-0469
Grantee:	Modesto Junior College
Contact:	Robert Gauvreau (209) 575-6081
Funding Source:	Title III B - Consumer Homemaker
Amount Awarded:	$49,849

Goals and Activities

The goal of this project was to develop a statewide telecommunications network as an expansion of the INFO-NET system, currently operational at Modesto Junior College (MJC). This expansion of the data network was designed to serve as a 'bulletin board' for input and retrieval by both Consumer and Homemaking Education (CHE) faculty at the colleges, and by members of the California Home Economics Association (CHEA).

The specific goals for the project included:

- to create a communications linkage for Consumer-Home Economics professionals and academics;
- to develop reproducible training packages containing an instructional manual and a videotape;
- to provide training sessions on the use of the CHE network;
- to disseminate information regarding the network through the development of a brochure; and,
- to promote gender equity in vocational education.

These goals were achieved through: the establishment of a computer bulletin board system; the purchase of computer hardware and software; the development of regional training sessions; the development of the instructional manual and video; and the availability of opportunities to post information on the telecommunications system.

Management and Administration

Project staff were guided by the input of two advisory committees that served two distinct functions. The statewide steering committee was responsible for the conceptualization of the computer network and undertook a needs assessment of the greater consumer-home economics community. The MJC committee directed the implementation of the network on the campus. The MJC committee also continuously evaluated the

project, and were responsible for getting feedback on training sessions.

Outcomes

The system established by this project has remained funded and operational two years after the end of funding. Feedback from training sessions was positive, with participants communicating and disseminating CHE information more efficiently.

Training manuals were sent to every community college in the state, and a number of colleges purchased modems in order to access the system. As soon as the revised version of the video is complete, it will be made available to all colleges.

Staff Development Counselors

Project	88-0474
Grantee:	Mount San Antonio College
Contact:	Richard Wright (714) 594-5611
Funding Source:	Title II A - Adult Training
Amount Awarded:	$140,000

Goals and Activities

The goal of this project was to conduct an intensive review of clusters of occupations which could then be promoted through career counseling, providing students with information about growing fields. The project was never completed because delayed funding created loss of time and interest from counselors.

Management and Administration

Mount San Antonio College managed the project with an outside consultant taking the lead and attempting to recruit counselors in the south while a representative of Contra Costa Community College District recruited in the north. The lack of response to the recruiting efforts led Mount San Antonio to abort the review of occupations and return the funds. The lack of interest was attributed to counseling involvement in Assembly Bill 1725 and the implementation of the matriculation process.

Outcomes

A final report documenting the activities, recruiting of counselors and administrating, of the project was completed for the Chancellor's Office.

Civil Rights Compliance Review

Project	88-0481
Grantee:	Trident Enterprises, Inc.
Contact:	Dr. Lee Mahon (415) 692-0637
Funding Source:	Title II A - Sex Equity/Title II B - Program Improvement Combined Funding
Amount Awarded:	$80,000

Goals and Activities

Trident Enterprises, Inc. was contracted by the Chancellor's Office to assist the community colleges in complying with federally mandated civil rights regulations. Project staff conducted on-site reviews of college facilities to assess compliance, and provided technical assistance to those colleges that were not in compliance.

To conduct the on-site reviews, Trident subcontracted with several independent contractors who served on review teams. Prior to the visit, each college received a set of materials (designed by the project director) to allow the college to conduct a self-evaluation, and the review team leader conducted a pre-visit to discuss with college officials the compliance review process. Once the site visit was completed, the consulting team reviewed its findings with each college, and sent formal documentation to the Chancellor's Office. The Chancellor's Office formally notified each college of its compliance status. The United States Office of Civil Rights (OCR) allows non-compliant organizations 6 months for voluntary compliance or they are subject to further intervention from OCR, and most colleges opted for voluntary compliance. The Trident review team then conducted follow-up visits.

Management and Administration

Although the project was managed by Trident, reviews were conducted by independent contractors. The project director oversaw the contractors and coordinated
of the project.

Outcomes

A final report of the compliance review was produced and submitted to OCR informing them of the results of the reviews.

According to project staff, the primary outcome of the project was the colleges becoming aware of and meeting federally mandated civil rights regulations. The compliance reviews assured that California's vocational education programs meet the needs and continue to serve the state's diverse student population.

Deans/Faculty In-Service

Project	88-0484
Grantee:	Mount San Antonio College
Contact:	Richard Wright (714) 594-5611
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$75,000

Goals and Activities

The goals of this project were to identify regional priorities for teacher training, train leaders to conduct northern and southern seminars on "Celebrating Great Teaching," implement a model of CGT for Regional Occupational Program instructors, and provide technical assistance to colleges to implement the priorities established by this project. The project was expanded to include a "Celebrate Great Counseling" model and workshops.

Project staff conducted surveys of community college personnel and California Community College Administrators of Occupational Education representatives to identify priorities. The project also supported two activities which needed financial assistance: technical training for Statewide Student Follow-up Survey consultants and avionics workshops.

Eleven leaders were trained to lead the seminars which were attended by over 500 representatives from the community colleges, secondary districts, and Regional Occupational Programs. A video of the seminars was created and distributed to workshop participants.

Management and Administration

Mount San Antonio contracted with an outside consultant to manage and conduct the project. Mount San Antonio staff were utilized in the training of leaders as it was a model CGT site. An Advisory Committee of members from CCCAOE was established to assist in planning, identify priorities, and review and develop materials. Business and industry assisted in providing materials and presenting at seminars.

Outcomes

A final report documenting the project activities was distributed to the Chancellor's Office, Advisory Committee members, and requesting colleges.

CGT and CGC models were developed and successful seminars were conducted for the CGT segment. Communication between community colleges, secondary, Regional Occupational Programs, and business and industry was fostered and uniform priorities were established. According to the project contact, the major outcome of the project was the involvement of various entities at field level in establishing priorities for teaching and counseling.

Vocational Education Leadership Conferences

Project	88-0485
Grantee:	Mount San Antonio College
Contact:	Richard Wright (714) 594-5611
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$45,000

Goals and Activities

Mount San Antonio College was contracted to coordinate northern and southern conferences to focus on the needs of multi-cultural, multi-lingual "new Californian" student populations. The northern workshop was modeled on a similar workshop conducted two years earlier by Los Rios Community College District and focused on strategies for educating and retaining English as Second Language students, and independent living resources for disabled and disadvantaged students. The southern workshop was a collaborative effort involving the project team, Amnesty, and Los Angeles Mission College Partnership 2000. The focus of the southern workshop was based on an Academic Senate "position paper" which identified priorities for "new Californians."

A theme/logo was developed for the conferences and a package of resource materials for the target populations were created. Amnesty, business and industry, and community college vocational education personnel acted as speakers for the conferences and focused on the State Plan for Vocational Education.

Management and Administration

Project staff coordinated the workshop notification, registration, and follow-up mailings. An Advisory Committee from the California Community Colleges Adminstrators of Occupational Education (CCCAOE) Board was utilized to set issues and identify guest speakers.

Outcomes

A final report detailing the project activities was sent to the Chancellor's Office. In addition, copies of resource materials were distributed to all colleges.

According to the project contact this project complemented state and

national vocational education goals by bringing industry and education together to focus efforts on the multi-cultural, multi-lingual population which has been targeted by legislation. Moreover, spotlighting of exemplary projects, community college and secondary, has increased awareness, advocacy, and fostered communication between colleges, business and industry, and service organizations.

PEER-PROP Project

Project	88-0489
Grantee:	Monterey Peninsula College
Contact:	Dr. Philip Nash (408) 646-4035
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$55,000

Goals and Activities

The PEER-PROP Project was designed to foster the professional development of vocational instructors throughout the state. The primary focus of the project was to facilitate opportunities for instructors to network with other campuses and independent sector representatives.

Several activities were undertaken to encourage professional development: coordinating workshops for vocational instructors; organizing conferences for private sector representatives; encouraging advisory group participation; and training vocational education instructors to serve as peer reviewers.

In particular, twenty-five vocational instructors were trained as peer reviewers to provide management services to other campuses in the planning, directing and evaluating of vocational curriculum. Peer reviewers were provided with computer training and given a comprehensive overview of the statewide plan in order to properly evaluate curriculum.

Management and Administration

Only a part-time project director managed this project. The greatest staffing demand was in the training of the vocational instructors who were targeted to serve as peer reviewers. The project director simply facilitated this process.

Originally the grant did not stipulate any collaboration with other projects or organizations. However, relationships were developed with Project 2000 and Pacific Gas and Electric. Specifically, the PEER-PROP project was able to provide peers the activities to assist Project 2000. A partnership was also formed with PG&E that resulted in additional technical training for vocational instructors and summer fellowships for students.

Outcomes

The project director reported that the project met all of its stated objectives. Several positive outcomes of the project included:

- Increased private sector participation with the colleges;
- Expanded computer technical training for vocational instructors; and
- Increased communication among vocational instructors statewide.

In addition, the PEER-PROP project developed a master listing of third-party peer evaluators for vocational programs. There was no formal evaluation or final product produced as a result of this project. However, at the request of the colleges, peer reviewers prepared written evaluations of curriculum.

According to the project director, the PEER-PROP project was the perfect conduit to promote the state plan insofar as the project trained instructors to use statewide guidelines and to identify staff members to assist in revising the annual plan.

Home Economics: Program Plan and In-service Training

Project	88-0494
Grantee:	Northern California Higher Education Council c/o California State University, Chico
Contact:	Marilyn Ambrose (916) 895-6805
Funding Source:	Title II B - Program Improvement/Title III B - Consumer Homemaking Education Combined Funding
Amount Awarded:	$100,000

Goals and Activities

Two major goals were established for this project: 1) to review and revise curriculum that had previously been established in the community college program plan for home economics occupations; and 2) to provide in-service training on the updated curriculum for faculty and staff. To achieve the first goal, a project Task Force was established which included individuals who had been involved in the development of the original program plan, along with business and industry representatives. Several meetings of this Task Force were held to review and revise the curriculum.

Once the curriculum had been revised, six statewide workshops were conducted to introduce the revised curriculum to the field. Besides the distribution of the new curriculum, the statewide workshops included "how to" sessions, where instructors worked together to devise practical applications of the enhanced instructional program. Part-time faculty, along with administrators, were encouraged to attend these workshops.

Management and Administration

A project Advisory Committee, consisting of a sub-group of the project Task Force, assisted with the curriculum revision process, the logistics concerning the statewide workshops, and with contract administration. In addition to the project director, an assistant director and other support staff supported project management. All members of project staff and Advisory Committee had prior experience working in the home economics occupations area, which, according to the project director, greatly facilitated communication and project administration.

Outcomes

To support institutionalization of the revised curriculum, the enhanced curriculum was disseminated to the home economics department chairs at all community colleges and four-year universities statewide, as well as to instructors attending the statewide workshops and to staff with the California Department of Education. A final report documenting project outcomes was prepared and distributed to the Chancellor's Office.

The assistant project director conducted an evaluation of the project, specifically assessing participant satisfaction with the statewide workshops and follow-up use of the revised curriculum. Evaluation findings were very positive, indicating that the enhanced curriculum was well received in the field.

According to project staff, the positive outcomes resulting from this project included the revision of the curriculum leading to quality home economics related programs, the standardization of curriculum statewide, and the promotion of articulation efforts in the home economics area across the secondary and postsecondary segments. In terms of unanticipated outcomes, the project director was surprised that additional resources were often provided to home economics programs in colleges whose administrators attended the statewide workshops. These administrators were often so impressed with the statewide efforts in home economics that they provided additional funds to support program efforts at the local level.

According to project staff, the efforts of this project complemented state and national efforts in vocational education in various ways. The curriculum revision efforts ensured that instruction would be current with changing industry standards. The in-service training encouraged instructors to remain current with changes in their fields. Finally, the project supported strong linkages with business through the role of business and industry in curriculum revision efforts.

IN-D'MAND Student Internships

Project	88-0495
Grantee:	Foothill Community College District
Contact:	Lois Bandeira-Locci (415) 996-4828
Funding Source:	Title II A - Disadvantaged
Amount Awarded:	$24,970

An interview with the project director could not be arranged for this project.

Research

1988-89

Labor Market Information

Project	88-0442
Grantee:	San Diego Community College District
Contact:	Nick Atma (619) 275-2690
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$55,000

Goals and Activities

In response to the colleges' need to streamline their vocational education divisions, this Labor Market Information project was designed to continue and expand the work of previous projects in addressing the information needs of community colleges. The main goals of this project were to collect the reports and collapse the findings into a form that would be useful to the Employment Development Department (in terms of providing student supply information) and the colleges themselves.

Deans of vocational education from 23 test counties provided reports on programs, by both program area and student enrollment. This information was aggregated, and compared to current demand and projected labor needs in all the vocational areas. Because of the different computer languages and mainframe capacities of colleges in the system, some information was collapsed manually. Long-term projections of the labor market and state economy were then produced for the participating counties.

Management and Administration

In addition to the full-time staff person, many other district staff lent occasional part-time support to the project. The project's Advisory Committee was developed to give a broader level of input to the study and to further enlighten college administration as to the usefulness of vocational programs on there campuses. Individuals recruited for the Advisory Committee included vocational deans, Chancellor's Office representatives, an Employment Development Department analyst, and select persons from the California Occupational Information Coordinating Committee.

Outcomes

A final report on the project was distributed to the Chancellor's Office, the Employment Development Department, deans of vocational education, and persons inquiring labor market information from California. Between 500 and 600 reports have been distributed since the completion of the study.

According to project staff, this study has helped state and local efforts in vocational education in several ways:

- Identifying the need for an infra-structure that can accommodate swift changes in the labor market;
- Revealing that a significant number of students have enrolled in vocational programs to upgrade skills for a job they currently hold;
- Highlighting the need to comply with Education Code provisions that all programs, including those in vocational education, be reviewed periodically to see that there is still labor market demand; and
- Encouraging college investigation of their own vocational programs, with response to the labor markets as well as within occupations.

Labor Market Information

Project	88-0443
Grantee:	Employment Development Department
Contact:	Jim Johnson (916) 427-4952
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$65,000

Goals and Activities

The Labor Market Information (LMI) division of the Employment Development Department (EDD) was contracted by the Chancellor's Office to provide projections on occupational employment opportunities in specific counties. The goal of this project was to match vocational training with available employment opportunities. To match training with employment opportunities, LMI created "crosswalks" to standardize and clarify the three classification systems currently used to describe vocational occupations. Once occupational data had been generated and distributed to each school, LMI held informational workshops to assist each school in understanding and using the information.

This LMI project had two specific objectives: to provide a listing for colleges in each county matching the most popular vocational education classes at each school against occupational employment projections, and to sponsor meetings which provided training and information about the "crosswalks" and the lists.

During 1988-89, all the community colleges in seven counties received LMI data. The lists of occupational projections were distributed to the president and the dean of vocational education of each of these colleges.

Management and Administration

One full-time employee was responsible for data compilation, and several part-time staff from both EDD and the Chancellor's Office assisted in the project. A project Advisory Committee was also formed to assist project staff. The Advisory Committee met several times throughout the year to make suggestions for any necessary changes.

Outcomes

The final product for this project was a compilation of the list of courses for

each participating college matched to the occupational projections for that county. These data were used by each college to determine which vocational courses would be most appropriate to offer gainful employment to students.

According to the project director, this project was successful in completing its proposed activities, although little follow up had been conducted with schools to measure how the LMI information is used. Particularly successful elements of the project included the development of crosswalks, heightened awareness among agencies of both the information available and the information needed, and increased communication between agencies. The communication between EDD and the Chancellor's Office was seen as particularly positive, and as a result, each agency has been more willing to work with each other on future projects, according to the project director.

Phase III: Comparative Study of ADN Curriculum and Employer Requirements

Project	88-0454
Grantee:	Ohlone College
	Santa Monica College
Contact:	Susan Hazelton Carreon (714) 892-7711
	Sharlene Limon (415) 659-6243
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$43,000

Goals and Activities

This project was part of a three-phased effort to identify the similarities and differences in the ADN curricula offered by the community colleges statewide. During Phase I, all two-year programs were surveyed to obtain basic program information, with results of this survey being shared with faculty and hospital representatives. Subsequently, a task force then prepared a list of suggestions for curriculum changes that would streamline curricula. Phase II focused on disseminating the proposed suggestions to faculty members at a statewide working conference, and the development of curriculum models for the colleges.

Phase III of this project, funded in 1988-89, established four demonstration sites to begin implementation of the model curricula. Demonstration sites were selected through a competitive process, and funds were eventually awarded to Cabrillo College, American River College, Palomar College and Los Angeles Harbor College. In addition to the implementation work at these four demonstration sites, during Phase III a follow-up survey of the colleges was conducted to assess any changes which had occurred in the nursing curricula since the initial survey. The results of these Phase III activities were shared at the annual meeting of the deans and directors of nursing.

Management and Administration

Two part time project directors and clerical staff, were responsible for the daily management and implementation of this project. The task force from Phase I and II, composed of educators and hospital representatives, continued to make recommendations about project activities during Phase III.

Outcomes

In addition to the curricular changes at the four demonstration sites, this project produced a final report, documenting program outcomes. The final report was distributed to the Chancellor's Office, all ADN and baccalaureate directors statewide, all vice presidents of instruction, participating agencies, and professional organizations.

According to one of the project directors, the task force and project staff were somewhat discouraged to learn that curriculum change is a long process and therefore, only very small changes were made by the end of Phase III. Conversely, the project directors and the task force were pleased that the Phase III survey revealed a positive trend in decreasing the number of units required for an ADN, with several colleges looking toward national accreditation. Thus, this project contributed to statewide efforts in nursing articulation, and laid the foundation for future nursing projects. Furthermore, the project complemented state and local efforts in vocational education by contributing to the streamlining of nursing curriculum statewide and created linkages between ADN and baccalaureate faculty.

Survey of Needs Assessment Practices

Project	88-0460
Grantee:	Evaluation and Training Institute
Contact:	Michael Rubin (310) 820-8521
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$18,762

Goals and Activities

The major goal of this project was to identify the processes, practices, and procedures used by the colleges in conducting a needs assessment to collect information required for program development and approval. In particular, this study was designed to address how institutions at the local level identify the need for new or expanded vocational programs.

A project Advisory Committee was established to oversee and assist in the study. To collect information on current needs assessment practices, a statewide survey was developed and distributed to all vocational education deans. The purpose of this survey was threefold: 1) to identify the key factors and elements used in conducting needs assessments; 2) to determine the general processes used by the colleges in conducting assessments; and 3) to identify major problems encountered in conducting needs assessments.

Based on the survey results, and in consultation with the project Advisory Committee and the state monitor, four colleges were identified as having model needs assessment programs. Site visits were conducted to these colleges to collect more detailed information on the needs assessment processes. The findings from the site visits and statewide survey, along with detailed information from each model program and recommendations for improvement in the needs assessment process statewide, was compiled into a needs assessment handbook.

Management and Administration

As noted above, a project Advisory Committee assisted in the direction of this study. Advisory Committee members included the four vice-presidents of the California Community College Administrators of Occupational Education. In addition to the project director, a project manager and research associates supported project activities.

Outcomes

The handbook of needs assessment, which included survey results and resource materials from the four model needs assessment programs, was disseminated to all vocational education deans statewide. In addition, a final report was prepared for the Chancellor's Office which detailed project activities and outcomes.

Although no formal evaluation of the project was undertaken, the handbook of needs assessment has been well received, according to project staff and the state monitor. Several vocational education deans have reported that the handbook has been worthwhile in providing detailed information on effective strategies for conducting needs assessment. The project director would like to see regional workshops conducted as a result of this study in order to share information on needs assessment practices and develop an informal technical assistance network.

According to project staff, in terms of project impact, the needs assessment handbook has provided valuable information to the field regarding the practices and procedures for vocational education needs assessment. Given that all community colleges must conduct a local needs assessment to validate the need for vocational education program development, expansion, and/or innovation, the data gathered as a result of this project strengthened efforts to improve needs assessment practices statewide. Finally, this study provided information to ensure that all colleges meet the state requirements of conducting labor market studies for course and program approval.

Development, Testing and Reporting of Program Accountability Model (PAM)

Project	88-0461
Grantee:	Evaluation and Training Institute
Contact:	Sally Bolus (310) 820-8521
Funding Source:	Title II A - Single Parent/Sex Equity Combined Funding
Amount Awarded:	$54,918

Goals and Activities

The Evaluation and Training Institute (ETI) was contracted to develop a system which would provide the Chancellor's Office with information on: the types of activities and services being funded through sex equity and single parent/displaced homemaker funds; the characteristics of students being served; and program outcomes.

To develop this information system, ETI undertook the following activities:

- Developed a draft set of PAM data collection forms and procedures;
- Reviewed the forms with Chancellor's Office staff;
- Distributed the forms to 27 pilot colleges;
- Held to regional forums to gain reactions to the system and suggestions for improvement;
- Revised and redistributed the forms on the basis of feedback;
- Provided ongoing support for local college staff;
- Key entered, analyzed and reviewed the data provided after three months of pilot testing;
- Explored the feasibility of computerizing the system; and
- Provided a final report documenting sample project outcomes to the Chancellor's Office.

Management and Administration

ETI managed all elements of the project as listed in the above activities. ETI also provided an internal evaluator to the project to ensure the project objectives were completed.

Outcomes

The internal project evaluation noted the following outcomes as a result of this project:

- A data collection and reporting system was developed;
- Community college staff participated in the development, training and pilot testing of the system;
- The feasibility of creating a computerized version of PAM was accomplished and software development was initiated; and
- A sample report was created to demonstrate the types of information the PAM system can provide.

This project also supported state and national goals in vocational education by providing for an accountability system to support program efforts for sex equity and single parent/displaced homemakers.

Health Occupations Resource Document

Project:	88-0472
Grantee:	Marin Community College District
Contact:	Judith Coombes (415) 883-2211
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$15,000

No contact could be made with the project director. Several messages were left with the automated telephone system at Marin College's Indian Valley Campus and on voice mail for at the medical assisting program offices. Per Chancellor's monitor, no further attempts were made to contact this project.

Evaluation of California Community Colleges Vocational Education Special Projects

Project:	88-0478
Grantee:	Educational Evaluation and Research, Inc.
Contact:	Yungho Kim (510) 834-9455
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$29,927

Goals and Activities

The purpose of this project was to provide feedback to the Chancellor's Office of the California Community Colleges on the overall impacts and effectiveness of the special projects for 1986-87 and 1987-88. Three specific objectives were established in order to fulfill this goal:

- Review all available documents;
- Assess whether projects fulfilled their established goals; and
- Summarize findings in the form of a report to assists in program improvement.

To achieve these objectives, project staff completed and exhaustive document review of materials collected by the Chancellor's Office. When materials were incomplete staff conducted follow up call with project directors. Twenty site visits were also completed to collect more qualitative information about the projects.

Management and Administration

Educational Evaluation and Research, Inc. employed three staff members in completing this project. Because of the nature of the project, there was no Advisory Committee for the project.

Outcomes

A final report and a summary of all completed projects were produced as final products for this project. According to the project director, these documents were the most positive outcomes of the project.

Overall, this project helped to increase the accountability and administration of the Carl D. Perkins Funding for Vocational Education Special Projects.

Linkages-Partnerships with Business and Industry

Project	88-0480
Grantee:	Ernst & Young
Contact:	David Elbaum (714) 252-2300
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$135,000

Goals and Activities

Building on an earlier study of how community colleges develop and maintain linkages with business and industry, this project continued to examine contractual education programs in terms of their cost and effectiveness. The overall purpose of the project was to survey the largest employers within the state of California, and determine how they could best work with community colleges to improve business linkages.

The goals for the project included conducting and completing a survey of those employers; creating a forum for dialogue between the community college at-large and business leaders; and assessing the environment throughout the state to determine the possibility of creating more linkages. The three main activities implemented to achieve these goals included:

- Holding a series of "roundtable" meetings with different representatives from businesses and community colleges;
- Conducting a survey of the State's 100 largest employers; and,
- Implementing follow-up contact with identified "model" links between colleges and businesses.

Management and Administration

In addition to the project director, a project Advisory Committee, with representatives from the community colleges as well individuals from major companies such as PG&E, Chevron and Wells Fargo, supported project activities by:

- Assessing opportunities, and identify barriers for community college business linkages;
- Identifying "model" links;
- Reviewing and approving survey methodology; and,
- Reviewing results of the employer survey.

Outcomes

According to the director, the findings from this study revealed the existence of some linkages that were not widely known among community colleges. Though it was not originally planned, ED>NET was subcontracted for the completion of a resource manual with contacts for both colleges and business. This manual was distributed to all community colleges and business community liaisons identified during the course of the study.

As a result of this project, some model programs were presented, networking took place, and there was some sharing of successes among colleges and business and industry. Also, the employer survey alerted some businesses to the community colleges' interest in tailoring vocational programs for students to business needs. The study also supported the development of stronger business and industry linkages, as noted in vocational education legislation.

Student Organizations and Student Services

1988-89

Marketing Education Student Organization

Project	88-0473
Grantee:	Shasta College
Contact:	Francis Duchi (916) 225-4660
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$2,495

Goals and Activities

The purpose of this project was to introduce Northern California community college students to the concept of marketing within agri-business careers. A related purpose was to inform these students of current trends in agri-business in California. The three specific goals for the project included:

- to expose students to agri-business careers;
- to introduce students to different job possibilities; and,
- to guide students with different job interview and application techniques.

Students were introduced to agri-business careers and opportunities through a two-day marketing tour of eight agri-businesses in Yolo and Sacramento counties.

Management and Administration

The project was managed through a collaboration of part-time staff, with no planning or advisory committee. Internal staff planning was the primary means by which project activities were scheduled and carried forward.

Outcomes

As a result of this project, according to the project director, students have a better understanding of the agri-business industry, and, in particular, agri-business marketing. Also, because of the marketing tour, interested students were exposed to individuals who could act as liaisons or entrees to the job market. At a minimum, they have been introduced to people with a superb understanding of contemporary agri-business in California. In addition, unlike students attending college in the San Joaquin Valley area, northern California students do not have nearly the same resource of agri-business to observe. In this way, the Sacramento and Yolo county

marketing tour was unique in terms of its contribution to state and local vocational efforts.

Evaluations of the marketing tour were uniformly positive. Students have recommended that the tour be repeated annually.

Community College Agricultural Student Institute

Project	88-0483
Grantee:	California Polytechnic State University, San Luis Obispo
Contact:	Dr. Glen Casey (805) 756-2401
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$5,000

Goals and Activities

The Agriculture Student Leadership Institute was designed to give California Community College agriculture students leadership training with an agricultural focus in an off-campus setting. Community college agriculture organizations' students were recruited for the Institute, where they were taught leadership and management practices, interpersonal skills, and strategies related to providing leadership in a constantly changing agricultural industry with constantly changing demands.

The stated objectives of the Institute Program were to: involve at least 50 community college agriculture student organization members in the Institute; involve at least 10 community college advisors in the Institute; and provide speakers/presenters, workshops and team building activities for the Institute.

Community colleges were contacted prior to the Institute, and 51 students from 11 colleges attended the Institute at the Cambria YMCA Camp; representing colleges from Shasta to Imperial counties. Community college students interfaced with four-year college students, attended seminars on leadership, motivation, and time management, had personal assessment with advisors/instructors, and completed future goals statements.

Management and Administration

The Agricultural Student Institute was organized, conducted, and managed by staff and students from the Agriculture Education and Natural Resources Department of California Polytechnic State University San Luis Obispo. A student representative assisted in the organizing of the workshop and faculty from the contractor school that participated in the Institute's seminars were paid as consultants, although many donated their fees to the Agriculture Department. The project director donated his time in-kind, mainly as a coordinator for the involved students and staff.

The project did not form an advisory committee but used an established subcommittee from California Agriculture Teachers Association (CATA) to help select the theme and activities for the Institute.

Outcomes

This project provided community college students with the leadership and management skills needed to run and promote agriculture student organizations. While the number of participating colleges and students met the objectives, the project director felt this program could have much broader impact if more colleges become involved. The initial year of this project has provided Cal Poly with a mechanism for interacting with and assisting the community college system to improve its agriculture education programs. Individual students were able to communicate and share with other students that were experiencing similar leadership challenges.

An unanticipated outcome of the program was the recruiting opportunity available for the four-year university at the Institute. In addition, community college students, through their interaction at the Institute with four-year university students, were provided with realistic feedback and information about four-year colleges and higher education.

Marketing Education Student Organizations

Project	88-0498
Grantee:	San Jose City College
Contact:	Madelaine Wolfe (408) 298-2181
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$2,500

The current project contact was unable to provide information about this 1988-89 vocational education special project.

2 + 2 Articulation

1989-90

2+2 Project Demonstration Site

Project	89-0133
Grantee:	Allan Hancock Joint Community College District
Contact:	Marylin Orton (805) 922-6966
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$17,000

Goals and Activities

The primary goals of this demonstration project were to conduct a series of demonstration workshops for community colleges and secondary school programs, and to provide technical assistance to colleges in the development of articulation agreements.

Workshop activities focused on starting, implementing, and institutionalizing articulation programs. Participants also received resource materials at the workshops to assist these goals. Technical assistance was available for local colleges by request.

Management and Administration

The project was managed by the Central Coast Articulation Group (CCAG) which was comprised of community college vocational personnel, secondary administrators and instructors, university representatives and local regional occupational program staff. subjects and college counselors. Sierra College acted as the coordinating site for the demonstration workshops.

Outcomes

A final report describing project activities was prepared for and distributed to the Chancellor's Office.

Project staff reported that most of the demonstration workshops had adequate attendance, although one did not achieve its target attendance. As was the case in other demonstration sites, the workshops were labor intensive and stimulating because of the variety of venues for different activities and the variety of presenters. Many also commented that the workshops were well-organized as they illustrated articulation in stages: from start, to implementation, to institutionalization.

Joint Career-Vocational Education Articulation Demonstration Site

Project	89-0134
Grantee:	Cerritos College
Contact:	Keith Adams (213) 860-2451
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$17,000

Goals and Activities

The main goals of this demonstration project was to conduct demonstration workshops for community colleges in the Los Angeles area, and to provide technical assistance to colleges in the development of articulation agreements.

Three demonstration workshops were held with 65 individuals attending the workshops. These workshops included activities focused on starting, implementing, and institutionalizing articulation programs. Participants also received resource materials at the workshops. Telephone technical assistance was also provided by the project to three local colleges.

Management and Administration

The project was staffed with a combination of part-time efforts; both academic and clerical. The original planning which included the Assistant Superintendent of Curriculum, principals, and college faculty, evolved into a group mainly comprised of high school teachers of articulated subjects and college counselors. Sierra College was the principal institution in the collaborative effort.

Outcomes

A final report describing project activities was prepared for and distributed to the Chancellor's Office.

Project staff reported that demonstration workshops were well attended, and exit evaluations were extremely positive. Many participants commented that the workshops were labor intensive and stimulating because there were a variety of venues for different activities, and there were a variety of presenters. Many also commented that the workshops were well-organized as they illustrated articulation in stages: from start, to implementation, to institutionalization.

Demonstration Site for the North Orange County Articulation Project

Project	89-0135
Grantee:	North Orange County Community College District and North Orange County Regional Occupational Program
Contact:	Dr. Kay Bruce (714) 826-4480
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$17,000

Goals and Activities

This demonstration site project aimed to provide workshops and technical assistance to ROP's and community colleges which had not developed articulation projects. The major goal of the project was to create a mechanism for school officials to organize, plan, implement and evaluate their own articulation plan.

Three all-day workshops were held at Cypress College for schools in Southern California to provide technical assistance. Two separate off-site training sessions specifically designed for Cabrillo College and College of the Canyons were held. In addition, project staff also conducted a workshop addressing the issue of cultural diversity with regard to articulation efforts.

Management and Administration

Each of the three project sites, (North Orange County ROP, Cypress College, and Fullerton College) had a part-time manager and project director. An articulation committee comprised of representatives from local high school districts and from business and industry determined the governing policies of the project.

Outcomes

A final report was submitted to the Chancellor's Office at the conclusion of the project. In addition, the project staff developed an articulation notebook that was distributed to all 107 colleges. A total of 42 individuals attended the workshops.

Several positive outcomes of the project included:

- Increased communication between high school ROP programs and community colleges;

- Expanded communication between business and industry and community colleges; and

- Greater awareness of how students get lost in the educational system.

According to project staff, this project was an excellent prelude to the shift in articulation projects with the new Vocational and Applied Technology Education Act of 1990. Specifically, this project provided information to the field on Tech-Prep, the expanded articulation program now supported by state and federal funds.

Joint Career-Vocational Education Articulation Demonstration Site

Project	89-0136
Grantee:	State Center Community College District
Contact:	Dr. Henry Padden (209) 226-0720
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$17,000

Goals and Activities

The main goal of this demonstration project was to conduct demonstration workshops in the development of articulation agreements and to provide individual on-site technical assistance.

Three demonstration workshops were held, with 79 individuals attending the workshops. Resource materials, developed in past 2+2 articulation efforts, were also disseminated at the workshops. On-site technical assistance was also provided to seven local schools and colleges by the project.

Management and Administration

The project director coordinated project activities with staff from Sierra College, the coordinating site for 2+2 demonstration projects.

Outcomes

A final report describing project activities was prepared and distributed to the Chancellor's Office.

According to the project director, the workshops were well attended, with positive evaluations by participants. In addition, the director also credits the project with some residual outcomes in the region:

- A unifying/standardizing effect on curriculum in vocational and technical education in secondary schools;
- California State University, Fresno, has representation on the steering committee;
- Enthusiasm and increased relations with feeder secondary school districts to the community college district; and
- A 2+2+1 program is being developed for minority students in the region.

1990 Vocational Education Articulation Conferences

Project	89-0653
Grantee:	Sierra Community College District
Contact:	Dr. Paulette Perfumo-Kreiss (916) 624-3333
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$23,790

Goals and Activities

Sierra Community College District was contracted to conduct two one-day statewide articulation conferences for representatives from secondary schools, community colleges and industry. The three main goals of the conferences were to: provide a central clearinghouse for distributing materials and information regarding articulation; discuss critical issues in articulation; and showcase model projects.

Sierra College hosted the Northern conference and Cypress College hosted the Southern conference. The agenda of the conferences consisted of guest speakers, 10 workshop offerings per conference, presentations from model programs throughout the state, and a discussion period for articulation issues.

A total of 204 participants attended the two conferences.

Management and Administration

Sierra Community College district acted as the administrative entity for the conferences. The 2+2 Statewide Articulation Conferences Advisory Committee, composed of representatives from state agencies, community colleges, secondary school districts, regional occupational programs and the statewide articulation evaluator, provided planning for the agenda and selecting of workshops and topics. This Advisory Committee worked in conjunction with the Chancellor's Office project monitor and the California Department of Education during the planning stages.

Outcomes

A final report on the conference and overall project activities was distributed to the Chancellor's Office and to Advisory Committee members.

According to project staff, this project served as an important vehicle to disseminate information on articulation, and to increase networking opportunities for articulation efforts. Conference participants evaluated the workshops, and valued all conference elements highly.

Bridging The Gap - Articulation in Nursing Program

Project	89-0658
Grantee:	Golden West College
Contact:	Susan Hazelton Carreon (714) 892-7711
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$51,492

Goals and Activities

In 1987 the deans and directors of nursing programs throughout California met for the first time to discuss the challenges in articulating two- and four-year nursing programs. The result of this initial meeting was "Bridging the Gap," a series of conferences, meetings, and ultimately a report proposing curriculum models for nursing education.

This project built on this past conference by supporting a faculty-based conference on articulation issues. To facilitate faculty communication, a statewide conference was held in September of 1989. In addition to the faculty, several hospital representatives also attended, for a total of 270 conference participants. The statewide conference was followed by two regional conferences held in October to identify specific issues in the curriculum content of nursing programs. These three conferences and follow-up activities culminated in a compendium of model curricula for specific nursing courses.

Management and Administration

A core group of the original deans and directors served as the Advisory Committee for the project. In addition to identifying key issues, the Advisory Committee planned the statewide conference, identified and recruited key faculty, and served as facilitators at the regional conferences. A project director and clerical support were responsible for managing the project on a daily basis.

Outcomes

In addition to the final report produced at the end of the project, a compendium of model curricula was produced. These documents were distributed to the Chancellor's Office and the deans and directors of all nursing programs statewide.

The positive outcome of the project according to the project director was the development of an articulated curriculum model with specific content areas. This model had a statewide impact because it was designed by faculty members and carried both credibility and was considered educationally sound. The process of creating these curricula encouraged dialogue between faculty in two- and four-year programs, as well as between educators and hospital nursing professionals.

There were several evaluation activities implemented in conjunction with this project. In addition to program participants assessing each conference, the Advisory Committee evaluated the effectiveness of the project as a whole. Evaluation results found that the conferences and the project were perceived as very successful, with Bridging the Gap complementing state and local efforts in vocational education by demonstrating a model process for communication among faculty, administrators and professionals which could be utilized in other disciplines.

Longitudinal Evaluation of Articulation Projects

Project	89-0661
Grantee:	Evaluation and Training Institute
Contact:	Michael Rubin (310) 820-8521
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$79,800

Goals and Activities

The goal of this project was to conduct a systematic and through assessment of the original 21 career-vocational education articulation projects jointly funded by the Chancellor's Office and the California Department of Education from 1986-89. This five-year longitudinal evaluation was designed to review the long-term impacts and effects of these "2 + 2" articulation projects to examine areas of strength and needed change. This evaluation provided for the study of such student-related factors as student goals, course selection, retention, and entry into the labor market, and program-related components, such as linkages with postsecondary institutions, and project expansion.

A project Advisory Committee was established to oversee and assist in the study. Three major activities were conducted as part of this study: 1) a review of project documentation; 2) a statewide survey of participating 2 + 2 students both to obtain baseline student demographic and performance information and to identify the sample of students to follow over the five years of the study; and 3) site visits to the original 2 + 2 projects to collect qualitative and quantitative data on both students and programs. During these visits, project staff, counselors, administrators, faculty, students, business and industry representatives, and others involved with or affected by the project were interviewed. Based on findings from the above activities, a first-year interim evaluation report was prepared, detailing project progress and expansion, student retention efforts, and institutionalization efforts, along with recommendations for continued project improvement.

Management and Administration

The project director, along with a project manager and several research associates, supported evaluation activities. The project Advisory Committee also supported project efforts as noted above.

Outcomes

A first-year interim evaluation report was prepared as a result of this study, which included findings from the 2 + 2 projects and recommendations for improvement at the local level and statewide. This report was distributed to the Chancellor's Office, and the Executive Summary of the report disseminated to all vocational education deans statewide. A separate report on student data only was prepared and transmitted to the Legislature in accordance with the Budget Act.

No formal evaluation of the project was undertaken. The project director would like to see this longitudinal study continue and expanded to examine the educational and career outcomes of students who "stop out" of articulation programs after the first two years.

According to project staff, in terms of project impact, this project has initiated the first step in the longitudinal process of identifying the impact of the 2 + 2 projects. In particular, the findings from this first year of the study provided detailed student and program information about the more immediate impact of the 2 + 2 projects and the extent to which the original 2 + 2 partnerships have continued and/or expanded project efforts beyond federal support for these activities.

Joint-Career Vocational Education Articulation Demonstration Site

Project	89-0695
Grantee:	Chabot College
Contact:	Shanon Christiansen (415) 786-6626
Funding Source:	Titie II B - Program Improvement
Amount Awarded:	$17,000

Goals and Activities

The purpose of this project was to train capable personnel at the community college level how to replicate and implement articulation programs using past successes in the formation of procedures and guidelines for articulation agreements. The main goal was to train college administrators at selected sites regarding articulation activities.

Community college training sites were selected based on an assessment of local support and publicity from both the secondary schools and community colleges. Based on that assessment, Chabot College was chosen as a training site for existing articulation programs, and San Joaquin Delta College and Santa Rosa Junior College were chosen as sites for colleges wishing to develop new articulation programs. Five on-site technical assistance visits were also conducted by this project.

Management and Administration

Approximately six different persons were involved in the project on a part-time basis, although most of the work was completed by the project director and an assistant director. The project received considerable support from secondary school districts located near training sites.

Outcomes

A final report on project activities was submitted to the Chancellor's Office. Over 280 representatives attended the trainings held over the course of the year. Nearly 40 individuals participated in individualized technical assistance.

According to project staff, evaluations at the workshop sessions were extremely positive. Demonstration site activities have supported the state

and national goals of increasing articulation in vocational programs by providing information and resources to schools and colleges not yet implementing career-vocational education articulation.

Coordinating Site for 2+2 Articulation Demonstration Sites

Project	89-0704
Grantee:	Sierra Community College District
Contact:	Dr. Paulette Perfumo-Kreiss (916) 624-3333
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$15,000

Goals and Activities

Sierra Community College District was contracted to provide organization and leadership to the five 2+2 Articulation Demonstration Sites: Allan Hancock College, Cerritos College, Cypress College, South County Community College District and State Center Community College District, funded by the California Community Colleges Chancellor's Office to lend technical assistance to community college vocational education programs.

The major activities of the project consisted of the formation of an Advisory Committee comprised of: the project directors from the five model sites; representatives from all levels of 2+2+2; and representatives from Regional Occupational Programs/Centers. The role of the committee was to plan and conduct organizational meetings, coordinate a master calendar and site activities, and advertise the statewide workshops through a statewide mailing for the workshops and the additional technical assistance on-site offerings.

A total of 13 workshops were held in seven different locations. Over 380 individuals attended the workshops. The five Demonstration sites also indicated that they fulfilled their technical assistance obligations, although two sites received more requests for assistance than the others.

Management and Administration

Sierra Community College District managed the coordination efforts for the five demonstration sites with assistance from the Advisory Committee.

Outcomes

A final report documenting project activities was prepared and submitted to the Chancellor's Office.

The primary outcome for this project, according to project staff, was the successful coordination of the demonstration sites. Three of the sites were particularly successful, based on attendance and feedback, while one site was particularly unsuccessful in terms of workshop attendance due to its more remote location.

Community Based Organizations

1989-90

Extending Linkages/Partnerships Among Community Based Organizations, Education and Employers

Project	89-0131
Grantee:	Grossmont-Cuyamaca Community College District
Contact:	Jan Latrell (619) 465-1700
Funding Source:	Title III A - Community Based Organizations
Amount Awarded:	$99,900

Goals and Activities

The Extending Linkages Project was developed to increase the involvement of business and community leaders with the vocational programs at Grossmont and Cuyamaca Colleges. The primary focus of the project was to provide additional opportunities for disabled and disadvantaged students. The three goals of the project were to establish a business advisory council, to compile a database of resources, and to provide more placements in cooperative education.

As a show of appreciation to the community, the project director hosted a Community Awareness Luncheon on each campus. The project director also honored and recognized members of the Business Advisory Committee at a reception at the end of the school year.

Management and Administration

The project was managed by one full-time staff person, and guided by a three member advisory council composed of the vocational deans from each campus and the director of grants for the district.

Outcomes

A final report was submitted to the Chancellor's Office. The project director also developed handbooks for the Business Advisory Committee members, produced brochures advertising the new Dividend Plus program, and compiled a database of resources.

With the support of business and community leaders, the project met all of its stated objectives. The positive and unanticipated outcomes included:

- An extensive resource database with over 1,000 contacts;

- New relationships between counselors and disabled students and disadvantaged students;

- Two new instructional programs: Dividend Plus, and a multimedia lab; and,

- Additional computer equipment for programs.

According to project staff, this project was instrumental in improving the curriculum at both Grossmont and Cuyamaca Colleges. By establishing a working relationship with businesses, and receiving input from the Business Advisory Committee, Grossmont and Cuyamaca Colleges are better able to tailor curriculum to fit the needs of the business industry.

Expanding Linkages/Partnerships

Project	89-0671
Grantee:	West Los Angeles College/ Center for Economic Development and Continuing Education (CEDCE)
Contact:	Clare Adams (310) 204-1832
Funding Source:	Title III A - Community Based Organizations
Amount Awarded:	$172,899

Goals and Activities

The aim of this project was to expand linkages/partnerships between West Los Angeles College, its Center for Economic Development and Continuing Education (CEDCE), Community Based Organizations (CBO's), and local businesses and industries. The original objectives of this project were to establish linkages between the college and local businesses, creating increased awareness of the college, CEDCE, and the availability of possible partnerships. Furthermore, contact between college faculty and CBO's would be established to provide a recruiting pool of internships. Specifically, the project planned to arrange 100 internships, for both traditional and non-traditional students, with local businesses.

To accomplish these goals, CEDCE contacted faculty members in the travel/tourism, hazardous materials technology, aerospace, paralegal and dental hygiene vocational fields. Businesses were contacted by these instructors to arrange for intern placement. CEDCE drew interns from two pools: currently enrolled students and non-students, as arranged by CBO's. Focus for recruitment was placed on disadvantaged populations. Contacts with CBO's, schools and churches which serve disadvantaged populations were made a priority in the recruitment process.

Interns were required to complete 100 hours of on-site internship, plus attend 32 hours of personal development instruction. Nineteen of the original 69 participants completed their internships and the program requirements.

Management and Administration

The project was managed for the college by CEDCE, with faculty arranging for part of their time to be allotted to CEDCE work. CEDCE also added a Spanish speaking recruiter to the project. CEDCE also utilized the college's existing economic development advisory committee to support project efforts. The committee referred CEDCE/faculty to possible businesses that

could participate in this project.

Outcomes

The project director cited three major outcomes that resulted from this project. First, businesses appreciated being incorporated into the academic process. As a direct result of participating in the Internship Program, they were able to recognize the value of helping to contribute not only to the growth of the individual intern, but to the development of future curriculum considerations and to the betterment of the community-at-large.

Second, CEDCE was able to contact a diversity of CBO's, schools and churches which serve disadvantaged populations. Many of these groups knew nothing about West Los Angeles College. As a result, on-going relationships have been established for future internship placements. Finally, the college and CEDCE have established a solid relationship with the faculty members who participated in the project and their academic departments. They have become aware of the need for outreach programs, and the benefits such programs can provide for students, faculty, the college, businesses and the community.

Expanding Linkages/Partnerships Between Community Based Organizations, Education and Employers

Project	89-0705
Grantee:	Los Angeles Trade Technical College
Contact:	Eve Madigan (213) 744-9493
Funding Source:	Title III A - Community Based Organizations
Amount Awarded:	$120,151

Goals and Activities

This project was originally designed as a vehicle to create closer ties between Los Angles Trade Technical College, community based organizations and the local business community. The original program design allowed community based organizations to select candidates to participate in a mentoring program in which 100 students would hold internships in the business community and receive mentoring experience from the professors at the college, thereby creating a clear relationship between the community, the college and industry. The programs goals, as outlined in the proposal, included:

- Establishing linkages with business and industry to benefit the college's vocational programs;
- Establishing faculty contact with CBOs to recruit future students;
- Arranging 100 internships for new and enrolled students;
- Placing and monitoring the progress of these interns;
- Expanding business and industries awareness of Los Angeles Trade Technical College as a training center;
- Establishing and strengthening linkages with community-based organizations and acquainting them with the college; and
- Providing opportunities for students to explore non-traditional careers.

The college mailed over 500 letters to community-based organizations soliciting candidates for the program. After receiving only one response, the program plan was altered to allow instructors from construction trades, electrical technology, chemical technology, automotive technology, culinary arts, and graphic arts to recruit students, as well as identifying internships. By using faculty, 78 students were placed in internships. In addition to the internship, each student was required to enroll in a 10-week career development course which focused on personality assessment, resume

writing and interviewing skills. During the internship and the course, students kept a daily journal which was collected and reviewed weekly.

Management and Administration

The project was managed by the project director, implemented by eight instructors, and guided by an Advisory Committee of four college administrators.

Outcomes

A final report documenting project outcomes was submitted to the Chancellor's Office. Project staff also produced a program brochure which was distributed to over 500 community-based organizations and businesses in Los Angeles.

Although the project did not meet all of its stated objectives because of the change in the program plan, there were several positive outcomes, according to the project director. New partnerships with businesses were created while existing partnerships were strengthened. Program participants reported that they enjoyed the career development course, but thought that it was too short. As a result of the internships and the course, many students became more career-oriented and had higher self esteem according to the pre- and posts tests. In addition to these successes, nine students were offered permanent, part-time positions at the conclusion their internships.

Criminal Offenders

1989-90

Department of Corrections

Project	89-0654
Grantee:	Department of Corrections
Contact:	Dr. Lloyd McCullough (916) 323-4064
Funding Source:	Title II A - Criminal Offenders
Amount Awarded:	$342,084

Goals and Activities

The goal of the Department of Corrections' (DOC) vocational education efforts was to supplement the Inmate's Work Incentive Program and enhance training to meet employment needs upon release of the incarcerated. The DOC funded 14 institutions with one-percent set-aside funds to coordinate and provide instruction in 23 vocational program areas. The funds were specifically used to:

- Provide a program reviewer who reviews each institution on a quarterly basis;
- Replace antiquated equipment;
- Coordinate and compensate for advisory council meetings;
- Provide on-site certification; and
- Supply necessary student-aides.

The project director visited each program to review trade-council activity, student enrollment, curricula, progress records, and take an inventory of equipment, and then prepared progress reports following each visit.

DOC used the progress reports as basic criteria that each institution must fulfill for accountability. While nearly 2,000 inmates were being served in the various programs, such as welding, electronics, drafting and auto mechanics, enrollment and completion are not the primary objectives to measure success due to the amount of transfer that occurs in the corrections system.

Management and Administration

The program was implemented by the project director, with no other DOC staff involved in the project. Because this project is very stable and systematic, and funded annually, there is very little change in the administration of the program. The project Advisory Council consisted of members of business and industry, education, and law enforcement from

around the state and acted in advisory capacity only. Locally, each institution also had an Advisory Council known as Trade Committees to provide local-level support.

Outcomes

At the close the funding year, the project director produced a final report which documented the activities of the program and successes of institutions. The final document was disseminated country-wide to schools, libraries, correctional agencies and other interested/impacted state agencies.

The correctional vocational education program has little actual outcome data due to the fact that the inmate population is not conducive to follow-up activities. Most of the program areas have shown high certification rates, up to 90 percent in some areas, but inmates frequently are moved from institution to institution based on crowding and behavior.

According to the project director, the real success of this program is the national respect garnered by DOC for its approach and quality of program. Primarily due to the ongoing quarterly reviews and knowledgeable Advisory Council, the program has developed high standards which each institution must meet for funding.

Curriculum Development

1989-90

Applied Research for Occupational Education - Drug Exposed Child Development

Project	89-0676
Grantee:	Grossmont-Cuyamaca Community College District
Contact:	Catherine Robertson (619) 465-1700
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$5,000

Goals and Activities

The Grossmont College Child Development Program received funds to perform a study on the need of programs for drug-exposed children, and to develop a three course curriculum to train child development professionals in the management of substance-addicted infants.

An advisory committee was formed with members representing children's hospitals, therapists, PARENTCARE PROJECT, psychologists, child development instructors, child abuse prevention groups, and social workers. The primary function of the committee was to advise on public needs, help articulate teaching and research strategies for child development programs and sharing resources. All colleges were surveyed to identify existing programs. None of the respondents identified a text associated with the drug-exposed child issue.

The project director visited one site, College of Alameda and conducted telephone interviews with three other programs. Curricula from these courses was compiled to be integrated into the Grossmont program. Two computer searches were also conducted of literature pertaining to this project. A bibliography was prepared by the project director and disseminated on Info-Net and to all parties indicating interest during the statewide survey.

As a result of these activities, three courses were developed by the project director and advisory committee designed to prepare students to: identify children who have been drug exposed, be knowledgeable in strategies and therapeutic child development practices, and constructively work with dysfunctional families. The courses were then implemented, with the first course having approximately 50 students, the second nearly 70, and the final course over 100 participants.

Management and Administration

The project was managed by the Child Development Department at Grossmont College, with the project director as the primary person conducting the study.

Outcomes

Information on course outlines, strategies, and the bibliography were disseminated statewide by the project director. The Chancellor's Office also received a copy of all project materials.

Several outcomes were cited from this project, according to the project director, including:

- Resulting awareness of the severity and breadth of this social/familial problem;
- Awareness of the lack of activity to combat this issue;
- Coordination of the variety of service personnel, educational and medical staff for the Advisory Committee, and the support network created therein;
- Curriculum and course development; and
- Bibliography designed to improve knowledge and resources for programs.

Dissemination of Model Curriculum

Project:	89-0679
Grantee:	Saddleback Community College District
Contact:	L. Joyce Arnston (714) 559-3244
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$40,000

Goals and Activities

To allow business faculty in the community colleges access to existing course curricula taught by their colleagues, this project developed a computerized, central information service of course outlines for instructors in the business education area.

To create the database, approximately 1500 course outlines were collected from business faculty statewide and scanned into a computer database organized by TOPS code. Outlines were indexed by school, by topic (accounting management, marketing, computer science information, real estate, and secretarial office information), and by instructor. Project staff distributed promotional mailings of the service. During 1989-90 over 200 requests for information were made statewide from this system.

Management and Administration

The project was staffed by the project director and four part-time administrative assistants and was guided by an Advisory Committee of business and occupational education administrators. The Advisory Committee provided direction on the most efficient way to acquire data, which data was necessary, and how to obtain responses successfully. Project staff also received training on the scanning process and the local business community was instrumental in supporting the creation of the database.

Outcomes

In addition to the on-line database with several capabilities created as a result of the project, a final report of project outcomes was submitted to the Chancellor's Office. An index of the database was included with the final report.

A third party evaluator assessed the project. Evaluation activities included interviewing the Advisory Committee, meeting with project staff and examining the database. The evaluator found the information on the database to be significant and encouraged project staff to find additional ways to inform more people about the repository.

The on-line database has become a state repository of course outlines for business education. In addition to providing current business faculty mailing lists, the database also includes a professional activities calendar and has therefore become a means of facilitating professional development among business instructors. However, according to the project director, limited funding was made ongoing support for the database problematic.

Agricultural Education Curriculum Development

Project	89-0680
Grantee:	California Polytechnic State University, San Luis Obispo
Contact:	Dr. Glen Casey (805) 756-2401
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$40,000

Goals and Activities

The Agricultural Education Curriculum Development project sought to: develop modern curriculum in the area of plant science; develop a five to ten minute video on career opportunities in the area of plant science; and assist in the coordination of a statewide inservice activity for community colleges.

The purpose of developing curriculum in plant science was to insure effective instruction in plant science programs that addressed changing needs in that area. In addition, opportunities for minorities and women in plant science careers were highlighted in the video. The role of community colleges in helping students train for employment in plant science careers was also stressed.

Curriculum was developed to mirror the rapidly changing plant science industry. These curriculum enhancements enabled agricultural programs to provide a source of well-trained, better-trained individuals to fill the anticipated shortage in the plant sciences.

Management and Administration

The project was organized, conducted, and managed by staff from the Agriculture Education and Natural Resources Department of California Polytechnic State University San Luis Obispo. An Advisory Committee was established to provide industry and educational input into the curriculum development, as well as review the promotional materials. The Advisory Committee was comprised of members of the plant science industry, community college and university plant science instructors, and a representative from a secondary school agricultural program.

Outcomes

A final report documenting project activities was submitted to the

Chancellor's Office. The Curriculum Guidelines Package, which included the video, was distributed to the community colleges at the Summer Conference.

This project addressed state and national goals for vocational education by utilizing the video to target opportunities for women and minorities in vocational education.

Innovative

1989-90

Partnership 2000: A Continuing Challenge for Educational Excellence

Project	89-0132
Grantee:	Los Angeles Mission College
Contact:	Dr. Jack Fujimoto (818) 365-8271
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$228,552

Repeated efforts were made to contact the project director. In addition, calls were placed with the project assistant. Per Chancellor's Office instructions, no further attempts were made to contact a representative from this project.

Employer's and Community College's Guides to Business and Industry in the Los Angeles Area

Project:	89-0651
Grantee:	Long Beach Community College District
Contact:	Les Harris (213) 420-4023
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$60,000

Calls to the program in January revealed that the project director had retired. No other college staff could provide information about this project.

Statewide Advisory Committees

Project	89-0655
Grantee:	San Diego Community College District
Contact:	Clinton Hamann (619) 584-6566
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$144,000

Calls to the program found that the project director had retired and project staff could not provide adequate information on the project to develop a project profile.

Napa County Career-Vocational Education Planning Partnership

Project:	89-0657
Grantee:	Napa Valley College
Contact:	Dr. Diane Carey (707) 253-3560
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$35,643

Goals and Activities

The Napa County Career-Vocational Education Planning Partnership was established as an effort to bring together local business and industry with educational institutions to discuss the job readiness of youth enrolled in the public schools. The Partnership was developed as a strategy to meet the needs of business and industry who expressed concern that youth graduating from the public schools lacked the basic skills to be hired for entry-level positions. By creating a forum for employers to express their concerns, the Partnership was designed to:

- understand employer needs in the county;
- evaluate whether educational programs are supplying employable workers; and
- create a forum for educational institutions to communicate about program offerings in order to avoid duplication of programs.

Members of the Partnership included County Superintendent of Schools, the superintendents of all five the school districts, the Principal of all high schools, the president of the Chamber of Commerce, and several bank presidents and key business people. The 40-member council was co-chaired by two members representing business education and has several special subcommittees which involved 60 additional business and education officials.

Once Partnership members were identified the mission and goals of the Partnership were identified. Two major goals were established:

- Development of an employability profile. This profile was conceived as a set of characteristics and skills required of entry-level employees.

- Determination of how to better serve the people of color. Employers and educators alike expressed concern that Latino students were not as successful in school. To support these students the Partnership planned to create a mentoring and internship program for these students.

Management and Administration

The project was administered part time by the project director who received assistance from many Partnership members. For examples, many businesses volunteered to host Partnership monthly meetings, and one superintendent offered his staff for secretarial support and minute-taking.

Outcomes

A final report was submitted to the Chancellor's Office at the conclusion of the project. The project director also developed a document outlining the key steps in establishing a joint partnership which was distributed.

According the project director, the Partnership has allowed educational institutions in the county to examine its programs comprehensively, and to implement necessary curriculum changes to make students more employable. The Partnership has continued to meet monthly beyond the clse of special vocational funding.

Regional Clearinghouse for Linkages

Project	89-0662
Grantee:	Bay Area Council
Contact:	Steven Glick (415) 981-6600
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$50,000

Goals and Activities

In response to employers' needs for information on the training capacities of Bay Area community colleges, this project was designed to create a regional clearinghouse for (northern) California employers in search of resources for community college training. The central goal was to supply the region's employers with accurate information regarding vocational programs in community colleges in and around the San Francisco bay area.

The interaction between business and community colleges was eased through the development of a quarterly newsletter geared toward employers with specific interest in the community colleges. To support the development of the clearinghouse, project staff solicited the interest of Bay Area Council members through a mail campaign, informing them of the newsletter and the existence of a 'hotline' for specific inquiries. Staff also co-sponsored several business-college forums with colleges, and facilitated a total of five luncheons hosted by the community colleges for local corporations. An employer's guide/marketing brochure, undertaken in a separate effort, also carried features highlighting the clearinghouse and project events.

Management and Administration

The project was staffed through an aggregate of part-time contributions of various Bay Area Council personnel. A part-time manager and free-lance writer were also hired for the project.

A project Advisory Committee was comprised of representatives from business who primarily guided project staff in targeting the newsletter toward employer interests.

Outcomes

As a result of this project, newsletters and brochures were distributed to

hundreds of employers, businesses, media representatives, and vocational and occupational deans at community colleges. Oral presentations were made at luncheons and meetings between colleges and bay area employers. Project staff fielded nearly 400 phone calls from interested parties, one-quarter of which were in reference to a specific community college. Letters to the project director from area colleges and business thanked project staff for press releases, the newsletter, and for helping strong programs and partnerships to be featured on national television.

According to the project director, in many instances this project was a catalyst for a "different level" of college-business interaction. The increased employer awareness of community college education and training resources as a result of this project directly supports the state and national efforts in vocational education.

High-Technology Demonstration Project

Project	89-0663
Grantee:	Los Angeles City College
Contact:	Chadwick Woo (213) 669-4213
Funding Source:	Title II A - Adult Training
Amount Awarded:	$150,000

Goals and Activities

The primary goal of the High Technology Demonstration Project was to create a state model for the development of human resources, equipped with the requisite skills and education to perform in higher technological capacities. Aside from reallocation of existing resources, this involved the enhancement of technological education through the development of partnerships with the public and private sectors, as well as corporations. These partnerships increased the capacity of Los Angeles City College to provide technological training along with academic training on its campus.

Management and Administration

The project director was advised by an Advisory Committee comprised of business faculty, deans, and local business representatives. Business and industry also made their employees available to give technical assistance in the use of higher technology in classroom and laboratory instruction.

Outcomes

A final report documenting project activities was submitted to the Chancellor's Office. According to the project director, the most important outcome of the project was the development and addition of facilities and resources to train students with special needs in vocations requiring skills in advanced technology. Through the developed partnerships, more students were exposed to a full range of employment opportunity. In addition, the project partially fulfilled Los Angeles City College's obligation to comply with federally mandated legislation guaranteeing equal access to disabled students as well as others with special needs. The increased access afforded students in high technology vocations served as a testimonial to progress in this area.

Women Working in the Trades

Project	89-0689
Grantee:	San Diego Community College District, Continuing Education Office
Contact:	Marjorie Howe (619) 230-2039
Funding Source:	Title II A - Sex Equity
Amount Awarded:	$30,000

Goals and Activities

The Women Working In The Trades Project was designed to recruit between 15-20 women interested in entering nontraditional careers in the skilled trades. Specific program focus was on providing counseling, assessment, specialized upper-body strength training, trade and apprenticeship information and support services such as; child care for project activities, networking opportunities with tradeswomen, apprenticeship representatives and potential employers, and referrals to training programs and educational facilities for updating basic skills.

A nontraditional career fair was held, and literature was distributed throughout the district to promote the project. The career fair was attended by over 200 women and had 36 exhibitors representing apprenticeship and skilled trade training programs. Through this recruitment, 44 women received free aptitude and basic skills assessment and 27 were admitted to the program.

Nine workshops were held to provide participants with information regarding apprenticeship and skilled trades programs and opportunities. Each workshop offered child care to the participants. Each participant also received the "Do It Wright, Inc." home training program designed to improve upper body strength required in many nontraditional fields. Strength and flexibility improvements were measured at the last strength building workshop. Two tours of training facilities were conducted.

Participants received three formal counseling interviews with the project manager to establish personal objectives, check progress, and an exit review of future plans.

Management and Administration

San Diego Community College District Continuing Education provided the staff for the project which consisted of a project director, project manager,

two counselors, and a Child Development Specialist. The involved staff were required to review program goals and objectives, and review literature regarding apprenticeship and skilled trades, to prepare for this project.

An Advisory Committee was formed and met three times over the year. The Committee consisted of members of skilled trades and apprenticeship training programs, employers, secondary and post secondary education, and women's nontraditional employment groups. Committee members played an active role in the project presenting workshops, guiding tours of facilities, providing contacts for guest-speakers, and contributing to workshops, meetings and the nontraditional career fair.

Outcomes

A final report on project activities was distributed to the Chancellor's Office. Copies of this report were also distributed at Gender Equity Conferences and the project was profiled for Gender Equity Coordinators in the California Connection newsletter. The project also created a set of guidelines for conducting recruitment and support activities for women in apprenticeship and skilled trades training programs.

As a result of this project, 15 percent of the participants completed training programs in such areas as auto mechanics, smog technicians, heavy vehicle operation, and tile setting; 10 percent of the women passed apprenticeship entry exams; 10 percent became enrolled in training; and 15 percent enrolled in basic math refresher courses.
According to the project director, women are conspicuously absent in many of the skilled trades for a number of reasons besides discrimination including: lack of information about wages, training and employment opportunities; lack of skill and knowledge preparation in trades related subjects such as math and drafting; traditional views of stereotypes and lack of support for women attempting a nontraditional career; and unresolved personal problems such as child care and transportation. The project director felt more personal counseling is needed and local counselors need to receive inservice training regarding the benefits of women working in nontraditional occupations.

Career Vocational Educational Plan for Northern Santa Clara County

Project	89-0696
Grantee:	Bay Area Council
Contact:	Steven Glick (415) 981-6600
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$42,000

Goals and Activities

The Career Vocational Educational Plan for Northern Santa Clara County was developed in response to the California Plan for Career Vocation Education issued by the California Department of Education and Chancellor's Office of the California Community Colleges. The state plan expressed concern that vocational education programs were often too distinct and called for increased integration and articulation among programs, thereby creating vocational education programs with clear career tracks. This special project was funded to develop an educational program to address these concerns.

The program was implemented in coordination with four community colleges and their feeder high school districts within the county:

- De Anza College/Fremont Union High School District;
- Foothill College/Mountain View-Los Gatos High School District;
- Mission College/Santa Clara Unified School District; and
- West Valley College/Campbell Union High School District.

Each college and district pair selected a field for increased articulation and integration: Business Office Technology, Computer Aided Drafting, Computer Information Systems and Hotel Restaurant Management. Meetings were held to begin work on the development of a sequenced curriculum as well as support program.

Management and Administration

The project was managed by the Project Director and four coordinators. To guide the overall development of the project, an Area Steering Committee was created. This 24-member Advisory Committee was composed of both educators (from the participating colleges and high school districts) and employers.

Outcomes

As a result of the project, the development of four integrated and articulated curriculums was begun and a preliminary replication guide was developed. These documents and a final report summarizing project activities were submitted to the Chancellors' Office.

Several important findings emerged as a result of initial project activities. According to the project director:

- High schools and colleges generally do not integrate their course material, so articulation plans must be specific for the subject area.
- High school vocational education courses, unlike their community college counterparts, generally do not prepare students for the workforce.
- High school students find it difficult to concentrate on vocational education courses because of many other competing requirements, while college students are sometimes prohibited from taking a courses because the class does not meet minimum enrollment levels.

In addition, several lines of communication were opened between school officials, college administrators and employers at the local level.

Professional Development

1989-90

Fashion Symposium Project

Project	89-0659
Grantee:	West Valley-Mission Community College District
Contact:	Joan Blair (408) 867-2200
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$5,000

Goals and Activities

The Fashion Symposium Project was designed to increase awareness about the fashion curriculum available at local community colleges. The goals of the project were threefold: to recruit students into fashion career programs; to provide information about fashion career opportunities; and to recognize current fashion students for their achievements.

Inviting all of the community colleges to participate, project staff coordinated a one-day symposium featuring speakers from the fashion industry, a fashion show highlighting student projects, and a statewide student contest. More than 1,000 people attended the event, including high school students, college students, college faculty and fashion industry representatives.

Management and Administration

The project was directed by a four-member planning committee representing Northern California colleges, and implemented by a team of fourteen staff members. Community members were also recruited to volunteer as judges for the student contest.

Outcomes

In addition to the final report that was sent to the Chancellor's Office, project staff created a videotape of the symposium for circulation to all community colleges.

The program evaluation indicated that the project met all of its stated goals, and suggested for future programs that the project director enlist a larger project staff, and reserve a larger facility. The most positive outcome was that the project served as a vehicle for improving relationships between fashion department instructors statewide.

The Fashion Symposium Project has become an annual event. Northern

California and Southern California fashion instructors alternate as hosts for the project.

Center for Cooperative Education

Project	89-0660
Grantee:	Diablo Valley College
Contact:	Paul Nilsen (510) 685-1230
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$50,000

Goals and Activities

The Center for Cooperative Education was established to provide professional training and development for administrators, educators and staff people in the field of cooperative work experience education. This project provided continuation of funding for the Center. Project goals included:

- Establishing the new California Community College Center for Cooperative Education at Diablo Valley College;
- Establishing four regional training clusters (Northern California, Central California, South Coast/Los Angeles and Desert/San Diego) to serve the entire state;
- Providing short-term, on-site training programs for staff and faculty on Coop policies and procedures;
- Conducting a minimum of five workshops in conjunction with professional associations; and
- Revising the 1983 Cooperative Work Experience Education Management Handbook.

Project activities included distributing the results of the prior year's needs assessment survey, conducting regional conferences, on-campus small group training and on-site training, distributing the newsletter to all the community colleges, and updating the Handbook.

Management and Administration

In addition to the project director, the project was implemented by a training director, a clerical specialist, and two resource consultants. The Cooperative Work Experience Statewide Advisory Committee, comprised of business people and educators, disseminated the survey instrument and reviewed the Handbook.

Outcomes

A final report was submitted to the Chancellor's Office at the end of the funding period. Other final products include a joint conference with Chicago Citywide College (a federal cooperative regional training center), several workshops and oral presentations, project newsletters and the revised Handbook.

According to project staff, the chief outcomes of second year project activities were the revision of the Handbook and the newsletter. Both contributed to strengthening the overall program objectives. Relationships between the center and several professional associations (such as the California Cooperative Education Association) were also strengthened.

Database and Directory of Health Occupations Programs

Project	89-0664
Grantee:	Foothill College
Contact:	Jean Woodward Wirth (415) 949-7225
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$12,000

Repeated efforts were made to contact the project director and the Dean of Vocational Education at the college, but to no response was elicited.

Regional Gender Equity Workshops

Project	89-0669
Grantee:	Mount San Antonio College
Contact:	Kay Ragan (714) 594-5611
Funding Source:	Title II A - Single Parent/Sex Equity Combined Funding
Amount Awarded:	$65,545

Goals and Activities

Mount San Antonio College was contracted to continue providing organization and support for gender equity regions and to conduct workshops to enhance gender equity and single parent programs.

The goals of the project were to reorganize the six gender equity regions into nine regions, make changes to enhance previous years workshops, plan, promote, and conduct gender equity workshops for community college personnel, and develop new leadership.

To achieve these goals, the project allowed for a stipend to assist regional coordinators in holding regional meetings and attending training sessions. Project staff conducted eight workshops including the statewide conference at Asilomar Conference Center which was attended by over 130 community college personnel and representatives from gender equity organizations.

Mount San Antonio acted as the organizational center for regional activities and provided ongoing support to the regions. A poster was developed to promote the goals of gender equity and to created unity and identification among the regions.

Management and Administration

Mount San Antonio coordinated all activities for this project. Individual regions utilized previously created Task Forces to support their programs and assist in planning of regional meetings and identify regional priorities. The Task Forces were comprised of vocational, gender equity, and single parent program staff, as well as administrators and College Presidents.

Outcomes

A final report of project activities was produced and disseminated to the Chancellor's Office, regional coordinators, and Task Force members.

Project staff developed a packet regarding single parent and gender equity information and resources which was distributed at the workshops. The poster was provided to all colleges and to ERIC.

The project successfully reorganized into nine regions, creating better local communication and developing more leadership. Eight of the nine proposed workshops were conducted and were very successful according to the project contact. Participants in the statewide gender equity conference received certificates for their promotion of the goals of gender equity.

Business Faculty Internship

Project	89-0672
Grantee:	Saddleback Community College District
Contact:	L. Joyce Arnston (714) 559-3244
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$60,000

Goals and Activities

This project was initiated as an effort to help business faculty at the community colleges improve their academic course offerings. Instructors were offered the opportunity to visit and interact with their colleagues to observe their courses and identify new teaching strategies.

The specific project goals were to:

- Provide instructors with an opportunity to update their curriculum and facilities (or implement new curricula/facilities on their campus) by allowing them to visit other campuses and businesses;
- Share the materials developed by instructors; and
- Verify the current teaching practices of business instructors.

Applications to serve as interns were distributed to 400 instructors statewide. A total of 22 program participants were identified through this process. Interns worked relatively independently throughout the project, conducting individual curriculum-based projects. A year-end dissemination conference was held to share information and ideas. Over 90 people attended this conference.

Management and Administration

A project director and three part-time clerical staff were responsible for implementing the project. An Advisory Committee, comprised of 17 members, offered general support for project activities. The project received in-kid support from several businesses, including Pacific Bell (who provided the interns with E-mail capabilities so that they communicate during the project), IBM (who flew a speaker to the conference to discuss computer integration and business instruction), and publishing companies (who printed materials for the conference).

Outcomes

Final products for this project included a final report, the two day dissemination conference, resource materials and several curriculum models.

According to the project director, the most positive outcome of the project were the individual projects completed by the interns. Several new curriculum models were produced in the areas of international business, automated office technology and total quality management. Interns also conducted several feasibility studies, and one intern established a new computer lab.

An evaluation of this project was conducted by a third party evaluator. The evaluator interviewed each intern, consulted with the Chancellor's office, attended the dissemination conference and wrote the final report. According to the evaluation findings, this project enhanced state and local efforts in vocational education by allowing instructors the opportunity to consult with their peers and to improve their own curricula and skills. In addition, the conference was successful as a mode for information gathering and sharing, and served to validate the current teaching practices of many instructors. The conference also promoted communication with the business community.

Training for Sex Equity Coordinators

Project	89-0673
Grantee:	Sierra College
Contact:	Dr. Paulette Perfumo-Kreiss (916) 624-3333
Funding Source:	Title II A - Single Parent/Sex Equity Combined Funding
Amount Awarded:	$36,000

Goals and Activities

Sierra College was contracted to plan and implement the three-day California Community Colleges Gender Equity Conference for gender equity coordinators at Asilomar State Park in December of 1990. The purpose of the conference was to provide gender equity coordinators with technical assistance and resources to perform their services to the best extent possible. The activities of the project included:

- Utilizing the Statewide Gender Equity Advisory Committee to decide needs to be addressed at the conference, plan themes and topics;
- Securing conference space and lodging from the Asilomar State Park Conference Grounds;
- Securing keynote, other guest speakers and workshop leaders; and
- Promoting the conference to the community colleges and conduct registration.

All materials and resource documents were available to each of the participants to take home.

Based on evaluations from previous year's conferences, planning and reshaping for the following year also took place.

Management and Administration

Sierra College managed and conducted the conference. Project staff worked closely with the Gender Equity Advisory Committee in planning the conference.

Outcomes

The primary outcome of the project was the successful completion of the three-day conference. Additional outcomes included the formation and organization a new gender equity regions and the sharing of information and resources.

An unanticipated outcome from the conference as increased interaction and discussion among participants as a result of the change in funding procedures for future gender equity activities.

Comprehensive Plan for Agricultural Education

Project	89-0678
Grantee:	California Polytechnic State University, San Luis Obispo
Contact:	Dr. Glen Casey (805) 756-2401
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$25,000

Goals and Activities

The Agricultural Education Department was contracted to: market California's agriculture/natural resources programs via promotional materials, disseminate results of the Comprehensive Plan for Agricultural Education, and specifically, develop and distribute a promotional video which covers the different areas of agriculture.

The video, and accompanying brochure, depicted the current state of the agriculture and natural resources industry. In addition, opportunities for minorities and women in agriculture careers were highlighted. The role of community colleges in helping students train for employment in agriculture careers was also stressed.

Continuing dissemination activities from a previous project, the contractor mailed the Plan statewide to community colleges.

Management and Administration

The project was organized, conducted, and managed by staff and students from the Agriculture Education and Natural Resources Department of California Polytechnic State University San Luis Obispo. An Advisory Committee was established to provide industry and educational input, as well as review the promotional materials. The Advisory Committee was comprised of members of the agricultural community, agriculture business and industry, and community college instructors.

Outcomes

A final report documenting project activities was submitted to the Chancellor's Office and Advisory Committee members. The 12-minute video and accompanying brochure were distributed statewide to schools with agriculture/natural resources programs. According to the project director, feedback regarding the video was extremely positive.

This project addressed state and national goals for vocational education by focusing a majority of the project's primary product on enhancing opportunities for women and minorities in vocational education.

173

Gender Equity Management Services

Project	89-0682
Grantee:	Evaluation and Training Institute
Contact:	Dr. Clare Rose (310) 820-8521
Funding Source:	Title II A - Single Parent/Sex Equity Combined Funding
Amount Awarded:	$93,000

Goals and Activities

The Evaluation and Training Institute was contracted to expand the Gender Equity Management Services (GEMS), a coordinated technical assistance and education program begun in 1987. The five major activities of the project in 1989-90 included:

- Publishing and disseminating the California Connection newsletter twice during the program year;
- Conducting data analysis of the 1989-90 state enrollment data and developing and distributing longitudinal Data Enrollment Profiles for each community college;
- Disseminating 1,000 copies of a previously-designed public education packet;
- Providing a final report to the Chancellor's Office; and
- Ensuring that 100 percent of the materials developed promote gender fairness, address gender equity, and target special populations.

ETI also proposed to provide technical assistance workshops to a minimum of and a maximum of 15 colleges. ETI altered its objective to instead provide Regional Technical Assistance Workshops for staff from nearly 70 colleges to educate and improve grant writing capabilities. Four workshops were held in Redding, San Jose, Fresno, and Los Angeles.

Management and Administration

ETI managed the project, researched and developed all materials for the newsletter, and organized and conducted the four technical assistance workshops.

Outcomes

The public information packet and statewide newsletter were distributed as previously noted. In addition, a final report on project activities was disseminated to the Chancellor's Office.

According to project staff, the major outcomes of the were:

- The technical assistance provided to nearly 70 colleges;
- The fostering of communication and positive reception of two new issues of the California Connection newsletter;
- The distribution of over 1,000 public information packets to gender equity coordinators and legislators;
- The analysis and distribution of state enrollment data to over 50 colleges; and
- Supporting the goals of vocational education legislation by promoting sex equity and programs for single parents.

Leadership Conference for Business Education

Project:	89-0683
Grantee:	Saddleback Community College District
Contact:	Joyce Arnston (714) 559-3244
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$55,000

Goals and Activities

The purpose of this project was to provide leadership training for 20 full-time faculty members. The project was structured to provide each instructor with an administrative mentor who could provide guidance and assistance throughout the project year.

The project began by designing an application process for potential candidates. Applicants were asked to submit an application with a letter of support from their potential mentor. Each applicant was also responsible for designing an independent project for the year.

Once selected, interns a attended a two day training institute where they met with other colleagues. Throughout the year, each intern also had access to electronic mail so that they could keep in touch with their colleagues. At the end of the project a final training featured several guest speakers who began their careers as faculty members and had become administrators.

Management and Administration

The project was staffed by the project director, a part-time consultant (an expert in mentoring) and clerical support. An eight member Advisory Committee assisted in defining the program model and developed the criteria for selecting participants. The project also received technical support from Pacific Bell in the form of modems and training in electronic mail.

Due to the delay in approving the contract, not all of the project funds were used in the abbreviated project time. Approximately $2,500 was returned to the state.

Outcomes

A final report documenting project outcomes was submitted to the Chancellor's Office.

In addition each participant produced a final product of direct benefit to their own institution. These products included: New curriculum; a retreat for needs assessment; expanded student leadership activities; and a computer lab.

A third party evaluator assessed project impact and determined it to be highly successful, especially because it benefitted to both the participants and the colleges. In teaching faculty new skills, particularly in the area of administration, this project supported the professional development activities of staff.

Small Business Management Teleconferencing Project

Project	88-0684
Grantee:	Los Angeles City College
Contact:	Chadwick Woo (213) 669-4218
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$10,000

Goals and Activities

Also known as the "Homebound Telephone Program," this project was developed to meet the learning needs of students confined to the home, thereby improving vocational education opportunities for special need students.

The project used telephone technology to allow physically disabled, homebound students to participate in an on-campus small business management class. Prior to each class, students were telephoned at their homes and briefed on the upcoming class session. Conference telephone equipment was set up in the classroom and special speakers were installed in homebound students homes to allow students to participate in lectures and class discussions. Throughout the semester, homebound students completed all homework assignments (delivered by mail), received telephone tutoring, and received three home visits from the instructor. Students received academic credit for the course at the end of the semester.

Management and Administration

The project director and two student assistants implemented the project. In addition, an Advisory Committee provided guidance and assistance for the project, such as identifying appropriate telephone equipment. Students also received
free counseling services from the California Department of Rehabilitation.

Outcomes

In addition to a final report documenting project activities and outcomes, a manual explaining how to set up a teleconferencing class was also produced as a result of this project. These products were distributed to the

Chancellor's Office and any other interested parties statewide.

According to the project director, the project resulted in increasing the self-esteem of homebound students. Students who because of a physical disability had previously been too embarrassed to come to campus attended classes on campus the following semester.

The project also created healthy competition between classmates, according to the project director. Homebound students outperformed their in-class counterparts, thereby motivating students in class to compete with their homebound classmates. The project director reported that the overall class average for this class was higher than other small business marketing courses due in part to the teleconferencing component.

An official from the Los Angeles Unified School District Office of Special Education served as a third party evaluator for the project. The evaluator found that the project was successful and suggested that it might be a model program for the district, especially as the project provided for equal access for the disabled student population, as required in vocational funding legislation.

In-service Activities for CHE and OHE Instructors

Project	89-0685
Grantee:	Mount San Antonio Community College District
Contact:	Marjorie L. Chitwood (714) 594-5611
Funding Source:	Title III B - Consumer Homemaker
Amount Awarded:	$25,000

Goals and Activities

The goal of this project was to support home economics instructors by identifying innovative strategies and techniques to meet the needs of these instructors.

Approximately 70 instructors and deans received in-service training at a three-day retreat with the topic of change in home economics education. Three issues of the newsletter Compendium were produced to provide current information on issues in the home economics field. Newsletters were sent to deans and instructors of home economics at all of the community colleges, and deans of vocational education. Over 5,000 newsletters were disseminated statewide.

Management and Administration

The project was guided by a 15-member Advisory Committee, who identified priorities for the in-service activities, planned the retreat, and developed topics for the newsletter. An independent contractor served as staff for the project.

Outcomes

In addition to the retreat and the newsletter, a final report on the project was submitted to the Chancellor's Office.

The project director stated that the chief outcome of the project was increased communication among instructors at the colleges. Further, this project was instrumental in providing support to vocational education faculty teaching in small programs, and in demonstrating to college faculty that home economics is a viable program.

Both retreat participants and the advisory committee evaluated the project. Program evaluations indicated that instructors felt the in-service activities

reinforced their current work. In addition, instructors who attended the retreat felt they acquired new and valuable skills.

504 Coordinators' Handbook

Project	89-0686
Grantee:	Thorpe, Hendricks & Associates
Contact:	Mary Thorpe (209) 245-4075
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$13,932

Goals and Activities

This project was designed to provide technical assistance to colleges to ensure their compliance with Section 504 of the Federal Rehabilitation Act. Previously, colleges received little guidance in obtaining information regarding this act and its requirements. The two specific goals for this project included:

- Providing information and technical assistance to colleges, and

- Bringing a degree of uniformity with minimum compliance standards to the California Community College system.

The thrust of the project was the drafting of a technical assistance manual. Basic research on the statute was done through a review of existing case law, along with interviews of various civil rights advocates and attorneys. Project staff also surveyed Section 504 coordinators at community colleges to gather their input for the manual. Technical assistance was given over the telephone, and project staff worked directly with college matriculation offices to help them comply with the statute as it applied to disabled students at the colleges.

Management and Administration

There were no full-time staff for this project, nor a formalized advisory or planning committee. There was ongoing, informal consultation with several 504 coordinators, an attorney, and staff from the Chancellor's Office Matriculation Unit. The Employment Development Department also advised project staff at critical periods.

Outcomes

The technical assistance manual produced by this project was disseminated to over 800 individuals. Instructional and vocational deans, 504 coordinators, and disabled program coordinators were targeted in the distribution effort.

According to the project director, this project was a benchmark opportunity for reaching a consensus on what the content and spirit of Section 504 means when applied to the Community Colleges. The project also supported the equal access and other mandated provisions of the state and national goals for vocational education.

Comprehensive Resource Model for Special Population Students

Project	89-0690
Grantee:	Evaluation and Training Institute
Contact:	Dr. Clare Rose (310) 820-8521
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$135,247

Goals and Activities

The Evaluation and Training Institute was contracted to develop and disseminate a Comprehensive Resource Model for the four categories of special population students; disadvantaged, disabled, limited English proficient and single parent/displaced homemaker. The objectives of the project were to:

- Identify model programs and services for special population students;
- Document the nature of exemplary programs/services, including their development and the critical elements associated with their success;
- Disseminate exemplary models through workshops and other distribution mechanisms;
- Assist the colleges in implementing or enhancing programs/services through the provision of on-site technical assistance; and
- Evaluate the impact of the Comprehensive Resource Model;

An Advisory Committee, comprised of college program directors, community based organization representatives, and California State University representatives, was established to determine criteria for identification of exemplary programs.

A telephone survey of 107 community colleges was conducted to identify possible model programs. Materials were requested and follow-up calls were made to gather additional information. From the programs identified, thirty model programs were selected and incorporated into a catalog which included a brief description and a contact at the model college. Of those, ten were selected as exemplary programs and Vocational Education Resource Packages (VERPS) were developed which presented each exemplary program in-depth.

Management and Administration

ETI managed the project with staff conducting the research and writing of the catalog and VERPS. Each of the ten exemplary programs were presented on two occasions at regional workshops by the key staff involved in developing the program. ETI coordinated all workshops. The advisory committee served in establishing criteria and rating the exemplary programs. A third-party project evaluator was included in all phases of the project to ensure that the program objectives were met.

Outcomes

The catalog and VERPS produced by this project were disseminated at regional workshops and statewide conferences. The Chancellor's Office also received these materials.

According to the project director, there was positive response by the community colleges to the regional technical assistance workshops and the two documents. An unanticipated outcome was the universality of the criteria developed by the advisory committee for model program identification. These criteria included:

- The program had documentation;
- It received VEA funds as part of program development;
- It was developed after 1980;
- The program targeted at least one of the four special student populations;
- The program or materials were transportable/replicable to other colleges; and
- There was evidence of effectiveness.

This project also met state and national goals in vocational education by providing information and support for programs targeting special populations.

Demonstration Program in Business and Marketing Education

Project	89-0699
Grantee:	Saddleback Community College District
Contact:	L. Joyce Arnston (714) 559-3244
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$10,000

Goals and Activities

This project sponsored a two day conference at Irvine Valley College to teach faculty the latest technologies in desktop publishing and telecommunications. The specific project goals were to:

- Provide training in telecommunications and desktop publishing;
- Share the curriculums offered at other institutions; and
- Learn from business and industry what skills need to be taught at the college level.

To accomplish these goals, three planning meetings were held with industry to discuss the conference curriculum, since industry representatives would be conducting the training sessions. Planning sessions were also held with educators who were responsible for the conference presentations.

Management and Administration

A part time administrative assistant and the project director planned the conference. A six member Advisory Committee, comprised mostly of business representatives, offered advice regarding conference offerings. In addition, several businesses, including IBM, West Digital, Xerox, and Microsoft, offered in-kind support in the form of serving as conference speakers and providing conference training.

Outcomes

Final products for this project included the final report and supporting resource materials from the conference. These materials were distributed to the Chancellor's Office.

According to the project director, the project was successful in identifying

strong support from the business community for computer education. Although the project served only 32 people, participants were very enthusiastic about the conference.

In addition, a third party evaluator assessed the project outcomes and determined that the project met its stated objectives. The evaluator attended the planning sessions and the conference, and wrote the final report.

Research

1989-90

Labor Market Information

Project	89-0652
Grantee:	Employment Development Department
Contact:	Jim Johnson (916) 427-4952
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$96,000

Goals and Activities

The Labor Market Information (LMI) division of the Employment Development Department (EDD) was contracted to provide projections on occupational employment opportunities in specific counties. The goal of this project was to match vocational training to available employment opportunities. To match training with employment opportunities, LMI created "crosswalks" to standardize and clarify the three classification systems currently used to describe vocational occupations. Once occupational data had been generated and distributed to each school, LMI held informational workshops to assist each school in understanding and using the information.

The LMI project had two specific objectives: to provide a listing for colleges in each county matching the most popular vocational education classes at each school against occupational employment projections; and to sponsor meetings which provide training and information about the "crosswalks" and the lists.

During the project year all community colleges in 21 counties received LMI data. The lists of occupational projections were distributed to the President and the Dean of Vocational Education at each college.

Management and Administration

The project director was responsible for data compilation and several part-time staff from both EDD and the Chancellor's Office assisted in the project. A project Advisory Committee was also formed to assist project staff. The Advisory Committee met several times throughout the year to make suggestions for any necessary changes in format.

Outcomes

In addition to a final report on project activities, a compilation matching college courses to the occupational projections for that county was distributed to each of the participating colleges.

According to the project director, successful elements of the project included: the development of crosswalks; heightened awareness among agencies of both the information available and the information needed; and increased communication between EDD, the Chancellor's Office and individual colleges.

Consolidated LMI/Statewide Student Follow-up System Data Project

Project	89-0656
Grantee:	San Diego Community College District
Contact:	Nick Atma (619) 275-2690
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$266,495

Goals and Activities

The primary objective of the Consolidate LMI/SSFS Project was to combine two data sources, the Statewide Student Follow-up System (SSFS) and Labor Market Information (LMI), to provide a report matching the number of students being trained in advanced occupational programs with local labor demands. Consolidation of these data would produce a document that could be used by community colleges to plan vocational programs, by state agencies to better direct persons for training programs, and by employers to identify employees. A secondary element of the project was the development of a system for consistent application of Taxonomy of Program (TOP) Codes.

To implement the consolidation of data, a flow of activities occurred in which: community colleges surveyed students (SSFS) in advanced occupational programs as to why they were enrolled, what their expectations were, and how they benefitted from the program; San Diego Community College District acquired labor market data from the Employment Development Department Labor Market Information (EDD LMI) and received the community college information; and the college data were synthesized with the LMI data to produce regional reports, by county for the colleges, producing a local labor market information resource specifically tailored for each college's programs.

Presentations were held to provide in-service training on the synthesized report. An aggregated statewide report was also produced, and disseminated to the community colleges, Chancellor's Office of the California Community Colleges, California Occupational Information Coordinating Committee, state agencies such as Department of Rehabilitation, and local Regional Occupational Programs/Centers and adult school programs.

Management and Administration

A project director supervised the overall project, working closely with SSFS and LMI staff. In addition, an Advisory Committee was formed by the project director and was composed of vocational education Deans, Chancellor's Office staff, and other agency representatives. The committee's role was to provide input as to survey and report language, and to maintain support for the program from the numerous agencies involved.

Outcomes

Regional and statewide reports were produced as a result of this project, and submitted to the Chancellor's Office.

According to project staff, six major outcomes resulted from this project:

- The project has brought a uniform system, thinking and direction to the approach taken by community colleges in how they perceive, plan, and direct resources regarding occupational training programs.
- Coordination and dialogue between the community colleges, state agencies, and business and industry has been stimulated.
- Local labor market perceptions have been altered to broaden the boundaries of the local labor market to include more than just the local college district. Colleges are now looking at a "bigger picture" when collaborating with business and industry.
- Sixty-three community colleges in 20 counties participated in the 1989-90 project and by 1992 will include all 107 colleges. As a result, an aggregated statewide report will be possible and could have numerous benefits for the community college system.
- Over 75,000 students were surveyed as part of the SSFS component of this project.
- TOP Codes recommendations are under consideration by the Chancellor's Office.

182

Improvement of Job Placement Services

Project	88-0665
Grantee:	Mount San Antonio College
Contact:	Richard Wright (714) 594-5611
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$60,000

Goals and Activities

Mount San Antonio College was contracted to develop Quality Indicators to assist colleges in improving their job placement services. The project was originally designed to survey community colleges but project staff determined that there was enough survey data from previous similar projects.

A Task Force was created to develop and refine the Quality Indicators. The Task Force was comprised of representatives from community job placement services, business and industry, Employment Development Department, Regional Occupational Programs, Job Trak, four-year colleges, and community college staff. Draft versions of the indicators were distributed statewide to the community colleges for recommendations before the final versions were disseminated.

Management and Administration

Mount San Antonio subcontracted with an outside consultant to conduct project activities. The above mentioned Task Force was created from an Advisory Committee which consisted of community college student services and vocational education personnel. The Advisory Committee planned project activities and priorities, reviewed previous project data, and assisted the Task Force in refining the indicators.

Outcomes

A final report of project activities was produced for the Chancellor's Office. Over 700 finalized copies of the Quality Indicators were disseminated to the Advisory Committee and Task Force members, as well as statewide to College Presidents, District Presidents, Board Presidents, Deans of Student Services, Job Placement Coordinators and Deans of Vocational Education.

According to the project contact, improvement of job placement services

and expanded awareness was achieved with the development of the indicators and the input solicited from the colleges and California Job Placement Association.

194

Evaluation of Health Occupations Programs

Project	89-0666
Grantee:	Santa Rosa Junior College
Contact:	Joan Borecky (707) 527-4271
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$91,196

Goals and Activities

In response to the need for evaluation tools for community college health occupations programs, this project sought to develop generic data-gathering instruments to evaluate programs in health fields. Program curriculum was to be reviewed, as well as the competency levels of students graduating from evaluated programs. The goal for the project was to develop a manual of questionnaires with the capacity to collect information on the following aspects of health occupations programs:

- student demographics;
- evaluation of classroom activities;
- evaluation of clinical activities;
- clinical evaluation of programs;
- employer evaluation of program graduates; and,
- graduates' evaluation of program effectiveness.

Questionnaires were developed, and input was elicited from an advisory committee, as well as from field personnel from industry, health care agencies and colleges. Further input was obtained during six regional meetings, after which the questionnaires were field tested in four colleges.

Management and Administration

Aside from the director, the project was staffed by a part-time clerk typist and two analysts. The project Advisory Committee reviewed the manual and gave suggestions on evaluation methodology and other technical matters.

Outcomes

More than 500 persons in the community college system have received the manual. Other recipients included the State Monitor, EDNET, the Board of

Registered Nurses, and the Board of Vocational Nurses.

For health programs outside of the nursing field, the evaluation manual was the first assessment tool available to measure program quality. Health Occupations directors and instructors have been given a standardized tool with which to evaluate their programs. Each manual contained an evaluation insert, in which the user could comment on what they would change or add. The returned evaluation inserts were positive, and most feedback contained ideas for what could be added to the questionnaires, rather than changes that should be made.

Study of Auxiliary Dental Programs

Project	89-0668
Grantee:	Chaffey College
Contact:	Erma M. Noble (714) 736-8437
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$30,965

Goals and Activities

This project sought to compare existing Dental Auxiliaries programs (dental hygienist, dental assistant, lab technician) with dentists' needs to see if curriculum and competency levels required in the programs were adequate and met the requirements of the Dental Practice Act (1978). A related purpose was to redefine the duties of dental assistants and hygienists, and to help promote changes in regulations for dental practices.

The goals of the project were to:

- form an Advisory Committee (including an analyst for the data);
- develop a survey instrument;
- collect data; and,
- inform different dental organizations of the results (i.e. the dental assistants organization, dental teachers organization, Board of Examiners, hygienists, dental auxiliary committee, etc.).

In addition to conducting the activities enumerated above, two workshops were held to present findings to professional organizations, and to investigate instructional techniques that would be successful with the increasing limited English speaking population, as well as with handicapped students. These organizations included the tri-county dental assistant's teachers, hygiene teachers, vocational deans, California Dental Association members, and the California Community College health science committee.

Management and Administration

Although there were no full-time staff dedicated entirely to the project, an Advisory Committee of dentists, hygienists and registered dental assistants reviewed the survey instruments prior to distribution. Revisions of drafts of the instruments were made per their specifications. Citrus College staff collaborated on the project, and supplied much of the clerical support as

well as Advisory Committee representation.

Outcomes

The final report of the study findings was distributed to the Chancellor's Office, 16 nationally accredited RDA programs, and 13 dental hygiene programs in the state.

According to the project director, the data gathered in the study has been used to modify regulations governing registered dental assistants, since some duties required by dental employers were not necessarily approved by law. More qualitative changes in regulations will be addressed in the future along with recommendations of curriculum changes in the nationally-accredited RDA and dental hygiene programs in California.

An additional project outcome was the development of dialogue between the registered dental assistants' and hygienists' associations.

According to the director, the study has augmented state and local efforts in vocational education in two important ways. First, the results have validated vocational programs in dental auxiliaries as currently meeting the needs of employers. Also, through the survey itself, over 1,500 dentists have been alerted to the fact that community colleges are interested in their needs, and are able to provide quality dental auxiliary programs in response to those needs.

Program Accountability Model (PAM) for Sex Equity and Single Parent/Homemaker Programs

Project	89-0670
Grantee:	Evaluation and Training Institute
Contact:	Sally Bolus (310) 820-8521
Funding Source:	Title II A - Single Parents/Sex Equity Combined Funding
Amount Awarded:	$60,000

Goals and Activities

The Evaluation and Training Institute was contracted to continue and expand the Program Accountability Model (PAM) project to 25 additional colleges. ETI also proposed to: develop and pilot test the computerized version of PAM; provide ongoing technical assistance to the colleges; and produce a summary report which would provide the Chancellor's Office with the information necessary for program monitoring and evaluation.

In achieving these objectives, ETI undertook the following activities:

- Modified the forms for easier use;
- Contracted to develop a computerized version of PAM for IBM and IBM compatible computers;
- Held four regional technical assistance workshops to provide training;
- Provided ongoing technical assistance;
- Conducted a statewide telephone survey of program participants to collect outcome data;
- Collected, key-entered and analyzed data from participating colleges; and
- Produced a final report based on the data collected from the colleges and the participants follow-up survey.

Management and Administration

ETI managed all aspects of the project and ETI staff conducted the revisions of the forms, training at four regional workshops, ongoing technical assistance, and data collection/report production.

ETI contracted with Information Emancipation to develop the computer version of PAM.

Outcomes

ETI conducted an internal evaluation of the project which found that ETI had completed its major objectives. However, although 62 colleges participated in PAM, ten more than proposed, only 45 colleges actually submitted data. According to the project director, the development of the competitive funding situation made many college coordinators wait to implement PAM until they received funding.

Outcomes from the collected data included:

- Ninety-three percent of program participants were female;
- Nearly three-quarters (72 percent) were Caucasian;
- The greatest percentage (37 percent) of program participants were from 30 to 39 years of age;
- Sixty-three percent of program participants were unemployed;
- Fifty-two percent were Single Parents, 42 percent were Displaced Homemakers and 12 percent were Non-traditional students;
- Counseling services were major of program activity;
- Ninety-two percent the program participants were "very satisfied" or "satisfied" with the services they received.

This project also supported state and national goals in vocational education by supporting an accountability program for sex equity and single parent/homemaker activities.

Review Health Occupations Programs

Project	89-0674
Grantee:	Foothill College
Contact:	Jean Woodward Wirth (415) 949-7225
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$19,872

Repeated efforts were made to contact the project director and the Dean of Vocational Education at the college, but to no response was elicited.

Study of Career Placement or Transfer Opportunities for Disabled and Disadvantaged Students in California

Project	89-0675
Grantee:	Fresno City College
Contact:	Janice Emerzian (209) 442-4600
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$48,168

Goals and Activities

Fresno City College conducted a statewide survey to assess number of programs developed for disabled and disadvantaged students regarding career and transfer opportunities. Of the 107 colleges, 90 responded to the survey. Fifteen colleges were selected as model programs based on the following criteria:

- Descriptive identification regarding institution, personnel and services;
- Identification of support services;
- Number of students served by transfer or job placement;
- Levels of funding;
- Personnel: (numbers and levels of support);
- Student services (quality and quantity);
- Facilities and equipment;
- Support services; and
- Extent of mainstreaming.

On-site visits were conducted and ten exemplary programs were selected. Fresno City then prepared documentation on each exemplary project in a written report and disseminated the report at eight statewide conferences for Disabled Student Programs and Services (DSP&S), Extended Opportunity Program and Services (EOP&S), Vocational Deans, Special Education, and College Presidents.

Management and Administration

An Advisory Committee was established to conduct program activities while the Fresno City College Enabler Program managed project activities. The Committee was composed of local and state business and industry representatives, community college students and administrators, and community and economic development group representatives. Ongoing

staff and advisory committee training occurred during advisory committee meetings to improve understanding of disabled student needs.

Outcomes

The report on model programs was produced and distributed as previously noted. Printing difficulties have delayed statewide dissemination to all colleges.

The project director identified a number of positive outcomes from this project including:

- Identification of the extent of transferring and placement programs statewide;
- Documentation of exemplary programs;
- Creation of awareness of disabled programs to all colleges;
- Establishment of contacts with business, industry, and community made through the Advisory Committee, including potential placement of students;
- Support provided in the form of program verification by Fresno City College administrators and trustees; and
- Creation of a positive relationship between four-year institutions and the community colleges for transferring disabled students.

Identification of Applied Technology Competencies

Project	89-0677
Grantee:	Evaluation and Training Institute
Contact:	Michael Rubin (310) 820-8521
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$99,095

Goals and Activities

The two major goals of this project were to determine the sources of competencies currently used in the various occupational education courses and programs offered in the California Community Colleges, and to prepare a master bibliography of these competency sources. This study was designed to identify the sources of competencies that currently exist at the local, statewide, and national level for vocational education programs/courses, not to evaluate the accuracy or appropriateness of the competency statements developed by the various sources.

A project Advisory Committee was established to oversee and assist in the study. Three major activities were undertaken to identify competency sources: 1) a literature review was conducted to identify national and commercial developers; 2) a statewide survey of vocational education deans was conducted; and 3) business and industry representatives of the statewide vocational education subject-matter advisory committees were surveyed, as were vocational education specialists at the Chancellor's Office.

Based on the aforementioned activities, a resource guide of competency sources was prepared. This resource guide included: an introductory section on competency-based education, with a discussion of competency statement and hints for writing performance objectives; a listing of competency sources along with sample competency statements from the field, for all seven major vocational education program areas; and the overall bibliography of competency sources.

Management and Administration

As noted above, a project Advisory Committee assisted in the direction of this study. Advisory Committee members included the educational and business and industry representatives from all seven major vocational education program areas. In addition to the project director, a project

manager and research associates supported project activities.

Outcomes

The resource guide of competencies for vocational education programs/courses, which included an introduction to competency-based education, the listing of competency sources by program/course, and the bibliography of sources was disseminated to all vocational education deans statewide. The availability of the resource guide was also publicized statewide through the ED>NET computer network. In addition, a final report was prepared for the Chancellor's Office which detailed project activities and outcomes.

Although no formal evaluation of the project was undertaken, the resource guide has been well received, according to project staff and the state monitor. The project director would like to see the resource guide updated on a regular basis to account for the changing content and skill requirements of jobs in the various occupational programs.

According to project staff, one impact of this resource guide has been to reduce the duplicated efforts of others in the development of competencies for vocational programs/courses. In addition, this project has strengthened efforts to provide students with the skills, knowledge, and competencies required of the current and future workplace, and assisted in maintaining the relevancy and currency of curriculum content, thus reflecting industry standards.

Teaching Basic Skills in Vocational Education Classes/Programs

Project	89-0681
Grantee:	Evaluation and Training Institute
Contact:	Mary Kay Stout (310) 820-8521
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$71,667

Goals and Activities

The Evaluation and Training Institute was contracted to identify model community college programs which have integrated basic skills into vocational education courses and programs. ETI proposed to conduct the following activities:

- Establish an advisory committee of Vocational Education Deans and instructional staff;
- Survey the community colleges by mail and telephone;
- Determine criteria and identify model programs;
- Visit 12 model programs;
- Develop a computerized data-base of model course/program curricula; and
- Develop and distribute an handbook highlighting model programs.

An advisory committee was established of 11 Vocational Education Deans and instructors which met to discuss the direction of the project, establish acceptable definitions of basic skills and develop criteria for evaluating vocational basic skills programs.

ETI surveyed the 107 California Community Colleges and identified model program based on the criteria. Site visits were conducted to gain in-depth knowledge about the programs and obtain materials. A handbook highlighting the model programs was then developed. However , of the 12 models, eight were included in the handbook as meeting the evaluation team's criteria. Sample materials and contact names were included in the handbook.

Management and Administration

ETI managed the project with input from the project Advisory Committee.

ETI staff conducted the survey and site visits, and developed the handbook.

Outcomes

The project handbook was distributed to Vocational Education Deans statewide. The handbook, along with a report of project activities, was also submitted to the Chancellor's Office.

The project director cited the handbook of eight model programs, resource materials and contacts as the primary outcome of the project. The handbook also included a "step-by-step" (13 steps in all) system for integrating basic skills into vocational education as found in the telephone survey and site visits.

This project also supported state and national goals in vocational education through the examination of methods to integrate basic skills with vocational programs as outlined in the vocational funding legislation.

Civil Rights Compliance Review

Project	89-0687
Grantee:	Trident Enterprises, Inc.
Contact:	Dr. Lee Mahon (415) 692-0637
Funding Source:	Title II A - Sex Equity/Title II B - Program Improvement Combined Funding
Amount Awarded:	$84,153

Goals and Activities

Trident Enterprises, Inc. was contracted by the Chancellor's Office to assist the community colleges in complying with federally mandated civil rights regulations. Project staff conducted on-site reviews of college facilities to assess compliance, and provided technical assistance to those colleges that were not in compliance.

To conduct the on-site reviews, Trident subcontracted with several independent contractors who served on review teams. Prior to the visit, each college received a set of materials (designed by the project director) to allow the college to conduct a self-evaluation, and the review team leader conducted a pre-visit to discuss with college officials the compliance review process. Once the site visit was completed, the consulting team reviewed its findings with each college, and sent formal documentation to the Chancellor's Office. The Chancellor's Office formally notified each college of its compliance status. The United States Office of Civil Rights (OCR) allows non-compliant organizations six months for voluntary compliance or they are subject to further intervention from OCR, and most colleges opted for voluntary compliance. The Trident review team then conducted follow-up visits.

Management and Administration

Although the project was managed by Trident, reviews were conducted by independent contractors. The project director oversaw the contractors and coordinated the project.

Outcomes

A final report of the compliance review was produced and submitted to OCR informing them of the results of the reviews.

According to project staff, the primary outcome of the project was the colleges becoming aware of and meeting federally mandated civil rights regulations. The compliance reviews assured that California's vocational education programs meet the needs and continue to serve the state's diverse student population.

Review of Curriculum and Employment Opportunities in Gerontology

Project:	89-0694
Grantee:	The Thornton Group
Contact:	Laurie Thornton (916) 452-7857
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$8,585

Goals and Activities

The Thornton Group was contracted by the Chancellor's Office to review the curriculum of gerontology programs in the community colleges and to identify career opportunities for gerontology students. Project activities included:

- Surveying all 107 community colleges about their course offerings in gerontology;
- Visiting these colleges offering an A.A. degree with an emphasis in gerontology;
- Interviewing gerontology practitioners to assess the availability of jobs in the market; and
- Summarizing findings from site visits in a final report

Recommendations for the gerontology programs were also prepared based on survey findings and site visits.

Management and Administration

The project director was the sole staff member for this project. A ten-person Advisory Committee, consisting of gerontology professionals and educators, assisted in the development of the survey instrument, reviewed key findings, and approved the final report.

Outcomes

A final report containing findings and recommendations was submitted to the Chancellor's Office at the conclusion of the project. The report was also distributed to the community colleges, interviewed gerontology practitioners, the California State Department of Aging, and University of Southern California Department of Gerontology.

The project was assessed by a third party evaluator. Evaluation findings indicated that the project was completed in accordance with the contract as developed between the Thornton group and Chancellor's Office.

According to the project director, this study helped to increase public awareness are of the need for gerontology practitioners. If the recommendations implemented as detailed in this report, gerontology programs in the community colleges will be strengthened and students of gerontology will have developed skills more directly related to the job market in gerontology upon completion of their program.

Student Organizations and Student Services

1989-90

Model Support Service Programs for Retaining Single Parents/Homemakers in Vocational Training Programs

Project	89-0688
Grantee:	Sierra Community College District
Contact:	Dr. Paulette Perfumo-Kreiss (916) 624-3333
Funding Source:	Title II A - Single Parents
Amount Awarded:	$24,614

Goals and Activities

Sierra College received funds to develop model support service programs for retaining single parents. Sierra College took a two-fold approach to improving single parent/displaced homemaker services and retaining those populations. The first stage involved assessing the support services for single parent/displaced homemakers, while the second stage involved researching and developing a mentor program for single parents, along with a resource manual for the mentors.

The first stage study led to the finding that the target populations were in need of specific services designed to help them to enter and remain in college. Childcare provisions and reimbursement, and other financial assistance were the primary findings of this assessment. In the second stage, a mentor program was established. Students were matched by interests with Sierra College faculty, administrators and staff. Mentors duties included availability for consultations, assistance with counseling, academic planning, and academic progress, and attendance at project functions.

A resource manual describing the mentor's roles, providing tips on how to create a successful mentor/student relationship, and lists of off-campus referrals was developed.

Management and Administration

The project was directed by the Dean of Vocational Education and Economic Development at Sierra College and coordinated by the gender equity consultant. Sierra College utilized its Sierra Steering Committee for Gender Equity to assist in the planning stages and recruit staff for the program.

Outcomes

The resource manual was disseminated to all community college gender equity/single parent/displaced homemaker/re-entry coordinators.

While the real outcomes of single parent/displaced homemaker retention will take time to validate, project staff felt the resource manual had been positively received
by community college coordinators. In addition, by investigating model support service programs for single parents/homemakers, this project complemented state and national efforts in providing vocational education to this special population.

Psychiatric Technician Mini-Grant for Student Preparation

Project	89-0691
Grantee:	Mount San Antonio College
Contact:	Dorothy Ball (714) 594-5611
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$4,969

Goals and Activities

Mount San Antonio College was contracted to improve their Psychiatric Technician Program by recruiting and preparing students from disadvantaged populations to enroll in the program. The primary goals for this project were to increase the number of disadvantaged psychiatric technicians employed at Lanterman Developmental Center and overcome three common factors (financial aid, lack of basic skills, lack of field exposure) associated with lack of opportunities for disadvantaged students in this field.

To achieve these goals, the project recruited 24 students for the program, of which 75 percent where minority and 25 percent were female. Financial assistance was provided by working with the financial aid office at the college and providing campus jobs for those that needed employment. Students enrolled in a nine-week course designed to provide assessment and basic skills improvement. Students also participated in clinical observation at Lanterman during the first semester to gain insight into the profession and make educated decisions about the feasibility of completing the program.

One-hundred percent of the participants received employment following enrollment in the program.

Management and Administration

An instructor from Health Sciences was assigned to the in-class segment of the project. An existing Apprenticeship Advisory Committee was utilized by the project to assist in coordinating with Lanterman, developing basic skills components, and community recruiting. The committee was comprised of the project manager, project coordinator, representatives from the Department of Developmental Services and Lanterman, and college personnel from financial aid, re-entry, student services, and off-campus

educational centers.

Outcomes

A final report of project activities was distributed to the Chancellor's Office and the Mental Health Advisory Board. Project staff made an oral presentation detailing the project's successes at the California Association of Psychiatric Technician Educator's Conference.

According to the project coordinator, the positive project outcomes included: Increasing enrollment of minorities, particularly Hispanics (which Lanterman had difficulty in meeting Affirmative Action goals); job placement for all program participants; and finding avenues to overcome financial and basic skills deficiencies.

This project complemented state and national goals for vocational education by targeting and serving disadvantaged population students.

Community College Agricultural Student Leadership Institute

Project	89-0692
Grantee:	California Polytechnic State University, San Luis Obispo
Contact:	Dr. Glen Casey (805) 756-2401
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$7,500

Goals and Activities

The Agriculture Student Leadership Institute was designed to give California Community College agriculture students leadership training with an agricultural focus in an off-campus setting. This project expanded the Institute to: include 100 community college agriculture student organization members and 20 community college agriculture student organization advisors. The 1988-89 Institute had served 51 students and 11 advisors.

Community college agriculture organizations' students were recruited for the Institute, where they were taught leadership and management practices, interpersonal skills, and strategies related to providing leadership in a constantly changing agricultural industry with constantly changing demands.

Community college students interfaced with four-year college students, attended seminars on leadership, motivation, and time management, had personal assessment with advisors/instructors, and completed future goals statements.

Management and Administration

The Agricultural Student Institute was organized, conducted, and managed by staff and students from the Agriculture Education and Natural Resources Department of California Polytechnic State University San Luis Obispo. A student representative assisted in the organizing of the workshop and faculty from the contractor school that participated in the Institute's seminars were paid as consultants, although many donated their fees to the Agriculture Department. The project director donated his time in-kind, mainly as a coordinator for the involved students and staff.

The project did not form an advisory committee but used an established subcommittee from California Agriculture Teachers Association (CATA) to help select the theme and activities for the Institute.

Outcomes

A final report documenting project activities was submitted to the Chancellor's Office. The four-year university built on existing relationships with community colleges and more than doubled the attendance of the previous year's Institute. Students were provided with the leadership and management skills needed to run and promote agriculture student organizations.

According to the project director, in addition to the individual benefits received by the students and advisors attending the leadership training, the community college students received valuable exposure to four-year colleges and higher education, and the four-year university was provided with recruiting opportunities.

Demonstration Program in Business: Proposal to Develop Model Intensive Bilingual Legal Clerical Training Program

Project:	89-0698
Grantee:	Southwestern College
Contact:	Irma Alvarez (619) 690-6083
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$9,638

Goals and Activities

The goal of this demonstration project was to design and implement an intensive training program in entry-level legal clerical skills. The project was unique in that it was structured to offer bi-lingual training which would allow participants to serve as translators for Spanish speaking clients in the courtroom, thus increasing the skills and promoting greater job competitiveness for program participants.

The intent of this project was to design and create the framework for the program. A subsequent grant supported the implementation at the training program. Specific objectives of this project development included:

- Developing the intensive curriculum, syllabi and materials;
- Identifying and purchasing texts and software for a non-traditional, one semester bilingual legal clerical training program;
- Creating linkages between the new program and the existing bilingual general office clerk training program;
- Obtaining formal approval for the new curriculum from Southwestern College Curriculum and Instruction Committee; and
- Developing a work experience component by identifying attorneys, legal firms/organizations and civil entities that would employ volunteer or paid work experience interns/trainees.

Management and Administration

This project was managed by the project director, and staffed by two part-time instructors who wrote the curriculum and facilitated the establishment of the work experience component.

Outcomes

A final report and bilingual resource materials were submitted to the Chancellor's Office at the conclusion of this project. These documents were also distributed to instructors and administrators at Southwestern College.

A third party evaluation of this project was conducted by college staff, with positive results attesting to project success and found it to be operating well.

According to the project director, the project enhanced efforts in vocational education by providing increased opportunity and earning power for an underrepresented population in a specialized field. In addition, by assessing the need for clerical legal training, this project was able to encourage community involvement, including the participation of local attorneys who would later provide internship experiences for project participants.

SPACE II (Single Parent Adults Choosing Education)

Project	89-0700
Grantee:	Bakersfield College
Contact:	Phyllis Hullett (805) 395-4339
Funding Source:	Title II A - Single Parent
Amount Awarded:	$24,071

Goals and Activities

Bakersfield College expanded the successful SPACE I program to broaden the range of services provided to single parents. SPACE II integrated successful elements from SPACE I, including childcare compensation, group problem solving/self esteem improvement, and resource identification, but added a basic skills component to increase college wide opportunities.

The program activities included: increasing the time frame of the project from nine to 15 weeks; attaining a 50 percent vocational enrollment of SPACE participants; extending childcare services to all needy participants; developing tracking and follow-up procedures; attaining 80 percent program completion rate; improving basic skills achievement levels; purchasing materials and resources; securing full-time counseling for the program participants; and staff participation in annual conferences.

The reassignment of a full-time reentry counselor to the program created a natural bond between the program participants and the college. The counselor assisted the participants to make an easy transition into the mainstream of the academic college. A total of 39 participants were involved in SPACE II.

Management and Administration

The project was managed by the campus Gender Equity Coordinator, who worked closely with the reentry counselor and support services staff.

Outcomes

The program was recognized as a model Single Parent program for the State. This recognition made it possible for the program to be disseminated to several colleges and at the annual Gender Equity Conference.

The program conducted ongoing self evaluation between staff and students.

Students cited the overflow effect of the program into their lives as the most successful aspect of the program. The project director felt that the evaluations were positive, but the effect of the program could not yet be measured.

In addition to the individual marks the program has made on participant's lives, four major outcomes were noted; according to project staff:

- Creating knowledge of higher education opportunities for single parents, high school dropouts, and displaced homemakers;
- Reaching disadvantaged populations that were wary of authority and bureaucracy;
- Having information regarding Bakersfield College programs and services "trickling down" in the community to other disadvantaged individuals, including children and adults; and
- Institutionally collaborating with the learning lab, support services and EOP&S has developed a more complete program.

Model Support Service Programs for Retraining Single Parents/Homemakers in Vocational Training Programs

Project: 89-0701
Grantee: Napa Valley College
Contact: Jill Schrutz (707) 253-3020
Funding Source: Title II A - Single Parent
Amount Awarded: $24,910

Goals and Activities

This model program for single parents was developed to offer support to single parents involved in the GAIN program. The program provided academic and personal counseling and support services to enable single parents to attend and complete school.

The project had three central objectives:

1) To provide 70 students with services in several areas including;
   - Recruitment
   - Child Care
   - Counseling
   - Academic advising and support
   - Orientation
   - Assessment
   - Instruction
   - Support group meetings, seminars, conferences
   - Career planning workshops and seminars
   - Job Placement activities

2) To retain at least 70 percent of participating students; and

3) To promote expanded gender equity within vocational education programs

To accomplish these goals, project staff communicated closely with the county welfare departments, and the GAIN and JTPA programs, college students services, and many community agencies and programs. The project was modeled on a case management system, so that project staff conducted intake interviews with each incoming student, and developed and educational plan with them. The staff maintained records for all students and acted as a referral center as well as a counseling center for students.

Management and Administration

The project was overseen by the project director, but managed on a daily basis by a full-time project counselor. A program assistant also provided part-time clerical support. All the staff underwent general training for the program as well as special computer training related to record-keeping activities.

The project also had a 15 person Advisory Committee composed of campus faculty, staff, and community members (such as a GAIN case manager). The committee served the project by providing feedback and making suggestions on general policy. In addition, because of the nature of the project, staff also received community support from local service agencies providing participants with housing food and clothing.

Outcomes

A final report detailing project outcomes was produced and submitted to the Chancellor's Office.

The project met all of its articulated goals. A total of 146 students participated in the project, twice the projected number. Student retention ranged from 87 to 93 percent, and students GPAs varied from 2.59 to 2.7 for students who completed their courses. The majority of the students carried a full course load as well.

In addition, two students received A.S. degrees in respiratory therapy, two students obtained associate degrees in nursing, and one student received an A.S in law enforcement. Several students also received vocational certificates.

Project staff conducted a mid-term evaluation to assess the effectiveness of the program and to provide early intervention for students if necessary. The evaluation indicated that the vast majority of students found program services to be extremely helpful.

The project director was particularly pleased with the coordination of project efforts with other agencies, and the positive reputation the program gained with on campus, with many students coming to the program because of other student referrals. Project staff also believed that this project enhanced state and local efforts for vocational education by providing additional support for students and by offering a comprehensive approach to meeting student needs.

The Hispanic Women's Mentorship Program

Project	89-0702
Grantee:	Cypress College
Contact:	Jeanne Higgins (714) 826-2220
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$5,000

Goals and Activities

The focus of this project was the implementation of an effective approach to increase the retention rate of Hispanic women in the Psychiatric Technician Program at Cypress College. The goals of the project included: improving the immediate retention of Hispanic women; developing a retention strategy for Hispanic women; and disseminating the conclusions to all of the Psychiatric Technician Programs throughout the state.

As part of the project activities, a mentorship program was established to match Hispanic female students with professional Hispanic women in the psychiatric field. To launch the project, six students and two mentors were recruited for this program. Mentors provided academic and emotional support to these students.

Management and Administration

Under the direction of the Psychiatric Technician Advisory committee, a part-time project director managed the logistics of the project. The Dean of Occupational Education and the Dean of Health Services also supported project activities. In addition, a collaborative relationship was formed with the Fairview Developmental Center, a California Department of Developmental Services facility. Under agreement with the Center, students were hired to work with the developmentally disabled clients.

Outcomes

A final report was produced documenting the Hispanic Mentorship Program. This report was distributed to the State Monitor and all of the Psychiatric Technician programs in California. The project outcomes were also presented at the California Association of Psychiatric Technician Educators Conference.

In terms of student retention, only one of the students withdrew from the

program. Four of the students were prepared to take the examination to become licensed psychiatric technicians. The sixth student became a fully certified psychiatric technician, and planned to seek a Registered Nurse certificate.

The project director reported that many other student populations were very interested in developing a similar mentoring project. Unexpectedly, other groups of students became resentful towards the project, protesting that Hispanic women had been given an unfair advantage. To address these concerns, efforts were undertaken to expand the project to target other populations, specifically male students and Vietnamese students.

An evaluation conducted by Dr. Evelyn Maddox, an independent consultant, reported that the project fulfilled all of its objectives. Dr. Maddox recommended that a new position be created with responsibility for the recruitment and training of mentors.

Psychiatric Technician Mini-Grant for Student Preparation

Project	89-0703
Grantee:	Santa Rosa Junior College
Contact:	Ellen Swensen (707) 527-4271
Funding Source:	Title II B - Program Improvement
Amount Awarded:	$4,994

Goals and Activities

The purpose of this project was to prepare prospective licensed psychiatric technicians for the licensing exam administered by the Board of Licensed Vocational Nurses and Psych Tech examiners. The three objectives of this project were: to strengthen the basic skills of prospective psychiatric technician students; to assist prospective students in meeting program requirements; and to increase program retention.

To accomplish these objectives, the project: developed and implemented a non credit basic skills remediation course; developed a guidance course for students; and offered counseling services and referrals for students.

Management and Administration

Four different individuals were involved in teaching the preparatory curriculum on a part-time basis, but there were no full-time staff devoted to the project. An advisory committee met twice during the program year. Because the members were from various health care agencies, they were specially qualified to advise the college in several areas, namely, test preparation curriculum; competencies; and job placement and recruitment.

Outcomes

As a result of this project, 2,567 students were prepared for the licensing examination. The passing rate of these students taking the exam was close to 100 percent, as was the job placement rate of students. This project also supported state and national goals in vocational education through the integration of basic skills instruction into the vocational program.

Agency Index

AGENCY INDEX

1988-89 Projects

ALLAN HANCOCK COLLEGE
CENTRAL COAST ARTICULATION GROUP, PHASE III (88-0445) 4

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO
COMMUNITY COLLEGES AGRICULTURAL STUDENT INSTITUTE (88-0483) 101

CALIFORNIA STATE UNIVERSITY, FRESNO
AGRICULTURE EDUCATION PROGRAM PLAN (88-0456) 51

CUYAMACA COLLEGE
COMMERCIAL ART SPECIALIST (88-0464) 59

DEPARTMENT OF CORRECTIONS
CRIMINAL OFFENDERS (88-0439) 24

DIABLO VALLEY COLLEGE
CENTER FOR COOPERATIVE EDUCATION (88-0452) 48

DIABLO VALLEY COLLEGE
DEVELOPMENT AND DISTRIBUTION OF RECRUITMENT FILM FOR DENTAL PROFESSIONALS (88-0450) 38

DIABLO VALLEY COLLEGE
STAGE II OF THE JOINT CAREER-VOCATIONAL EDUCATION ARTICULATION PROJECT (88-0446) 6

EDUCATIONAL EVALUATION AND RESEARCH
EVALUATION OF CALIFORNIA COMMUNITY COLLEGES' VOCATIONAL EDUCATION SPECIAL
PROJECTS (88-0478) 94

EMPLOYMENT DEVELOPMENT DEPARTMENT
LABOR MARKET INFORMATION (88-0443) 85

ERNST & YOUNG
LINKAGES-PARTNERSHIPS WITH BUSINESS AND INDUSTRY (88-0480) 96

EVALUATION AND TRAINING INSTITUTE
DEVELOPMENT, TESTING AND REPORTING OF PROGRAM ACCOUNTABILITY MODEL (PAM) (88-0461) 91

EVALUATION AND TRAINING INSTITUTE
GENDER EQUITY RESOURCE SYSTEMS (GEMS) (88-0438) 42

EVALUATION AND TRAINING INSTITUTE
SURVEY OF NEEDS ASSESSMENT PRACTICES (88-0460) 89

EVALUATION AND TRAINING INSTITUTE
THIRD PARTY EVALUATION OF JOINT CAREER-VOCATIONAL EDUCATION ARTICULATION
PROJECTS (88-0437) 2

FOOTHILL COMMUNITY COLLEGE DISTRICT
IN-D'MAND STUDENT INTERNSHIPS (88-0495) 81

FOOTHILL COLLEGE
WORKING COOPERATIVELY AS PARTNERS IN EDUCATION, EXPANSION PHASE (88-0447) 8

IMPERIAL VALLEY COLLEGE
CURRICULUM DEVELOPMENT FOR PART-TIME PROGRAMS FOR CERTIFIED NURSE ASSISTANT
TO LICENSED VOCATIONAL NURSE TO REGISTERED NURSE (88-0471) 33

IRVINE VALLEY COLLEGE
PROFESSIONAL DEVELOPMENT AND PROGRAM IMPROVEMENT FOR CALIFORNIA COMMUNITY COLLEGE BUSINESS OFFICE AND MARKETING (88-0451) 46

IRVINE VALLEY COLLEGE
STATEWIDE COMMUNITY COLLEGE INSTRUCTIONAL AND ADMINISTRATIVE TELECOMMUNICATIONS NETWORK (88-0440) 44

LOS ANGELES HARBOR COLLEGE
DISABLED STUDENT PROGRAM JOB DEVELOPMENT PROJECT (88-0467) 64

LOS ANGELES MISSION COLLEGE
INTERNSHIP FOR STAFF/STUDENTS OF VOCATIONAL DISADVANTAGED PROGRAMS (88-0466) 63

LOS RIOS COMMUNITY COLLEGE DISTRICT
FIRE SCIENCE CURRICULUM DISSEMINATION (88-0482) 35

LOS RIOS COMMUNITY COLLEGE DISTRICT
STAFF IN-SERVICE (88-0462) 57

MARIN COMMUNITY COLLEGE DISTRICT
HEALTH OCCUPATIONS RESOURCE DOCUMENT (88-0472) 93

MODESTO JUNIOR COLLEGE
TELECOMMUNICATIONS NETWORK (88-0469) 68

MONTEREY PENINSULA COLLEGE
PEER-PROP PROJECT (88-0489) 77

MOUNT SAN ANTONIO COLLEGE
DEANS/FACULTY IN-SERVICE (88-0484) 73

MOUNT SAN ANTONIO COLLEGE
REGIONAL WORKSHOPS ON ACCESS FOR WOMEN (88-0459) 55

MOUNT SAN ANTONIO COLLEGE
STAFF DEVELOPMENT COUNSELORS (88-0474) 70

MOUNT SAN ANTONIO COLLEGE
STAFF IN-SERVICE FOR DISADVANTAGED (88-0465) 61

MOUNT SAN ANTONIO COLLEGE
VOCATIONAL EDUCATION LEADERSHIP CONFERENCE (88-0485) 75

NAPA VALLEY COLLEGE
ANALYSIS OF NURSING PROGRAM CURRICULUM (88-0470) 31

NORTH CALIFORNIA HIGHER EDUCATION COUNCIL, CALIFORNIA STATE UNIVERSITY, CHICO
HOME ECONOMICS: PROGRAM PLAN AND IN-SERVICE TRAINING (88-0494) 79

OHLONE COLLEGE/SANTA MONICA COLLEGE
PHASE III: COMPARATIVE STUDY OF ADN CURRICULUM AND EMPLOYER REQUIREMENTS (88-0454) 87

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
COMMUNITY BASED ORGANIZATION MODEL PROGRAM (88-0491) 19

SADDLEBACK COLLEGE
INTERNATIONAL TRADE MODEL CURRICULUM (88-0457) 29

SAN DIEGO COMMUNITY COLLEGE DISTRICT
LABOR MARKET INFORMATION (88-0442) 83

SAN JOSE CITY COLLEGE
MARKETING EDUCATION STUDENT ORGANIZATIONS (88-0498) 103

SANTA CLARITA COMMUNITY COLLEGE DISTRICT
HOSPITALITY MANAGEMENT (88-0476) 17

SHASTA COLLEGE
MARKETING EDUCATION STUDENT ORGANIZATION (88-0473) 99

SIERRA COLLEGE
COMPUTER MANAGED AND AIDED INSTRUCTION (88-0441) 27

SIERRA JOINT COMMUNITY COLLEGE DISTRICT
JOINT CAREER-VOCATIONAL EDUCATION PROGRAM, PHASE III (88-0448) 10

SIERRA COMMUNITY COLLEGE DISTRICT
SHOWCASE OF CONSUMER HOMEMAKING EDUCATION IN CALIFORNIA COMMUNITY COLLEGES (88-0468) . 66

SOUTH COUNTY COMMUNITY COLLEGE DISTRICT
ARTICULATION PHASE III (88-0449) 12

TRIDENT ENTERPRISES, INC.
CIVIL RIGHTS COMPLIANCE REVIEW (88-0481) 71

UNIHOST MEETING MANAGEMENT GROUP
ARTICULATION CONFERENCE (88-0477) 15

THE UNIVERSITY FOUNDATION, CALIFORNIA STATE UNIVERSITY, CHICO
VIDEO DEVELOPMENT FOR NURSING RECRUITMENT (88-0475) 40

UNIVERSITY OF CALIFORNIA, DAVIS
AGRICULTURE HIGH TECH/COMPUTERS (88-0453) 50

UNIVERSITY OF CALIFORNIA, DAVIS
ANIMAL HEALTH PROJECT, PHASE III (88-0455) 14

UNIVERSITY OF CALIFORNIA, DAVIS
COMMUNITY BASED ORGANIZATION MODEL PROGRAM (88-0493) 21

YOSEMITE COMMUNITY COLLEGE DISTRICT
TRAINING FOR GENDER EQUITY AND SINGLE PARENT COORDINATORS (88-0441) 53

1989-90 Projects

ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT
2+2 PROJECT DEMONSTRATION SITE (89-0133) 105

BAKERSFIELD COLLEGE
SPACE II (SINGLE PARENT ADULTS CHOOSING EDUCATION) (89-0700) 211

BAY AREA COUNCIL
REGIONAL CLEARINGHOUSE FOR LINKAGES (89-0662) 143

BAY AREA COUNCIL
CAREER VOCATIONAL EDUCATIONAL PLAN FOR NORTHERN SANTA CLARA
COUNTY (89-0696) 148

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO
AGRICULTURAL EDUCATION CURRICULUM DEVELOPMENT (89-0680) 135

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO
COMMUNITY COLLEGE AGRICULTURAL STUDENT LEADERSHIP INSTITUTE (89-0692) 207

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO
COMPREHENSIVE PLAN FOR AGRICULTURAL EDUCATION (89-0678) 162

CERRITOS COLLEGE
JOINT CAREER-VOCATIONAL EDUCATION ARTICULATION DEMONSTRATION SITE (89-0134) 106

CHABOT COLLEGE
JOINT CAREER-VOCATIONAL EDUCATION ARTICULATION DEMONSTRATION SITE (89-0695) 116

CHAFFEY COLLEGE
STUDY OF AUXILIARY DENTAL PROGRAMS (89-0668) 187

CYPRESS COLLEGE
THE HISPANIC WOMEN'S MENTORSHIP PROGRAM (89-0702) 215

DEPARTMENT OF CORRECTIONS
DEPARTMENT OF CORRECTIONS (89-0654) 128

DIABLO VALLEY COLLEGE
CENTER FOR COOPERATIVE EDUCATION (89-0660) 153

EMPLOYMENT DEVELOPMENT DEPARTMENT
LABOR MARKET INFORMATION (89-0652) 179

EVALUATION AND TRAINING INSTITUTE
COMPREHENSIVE RESOURCE MODEL FOR SPECIAL POPULATION STUDENTS (89-0690) 174

EVALUATION AND TRAINING INSTITUTE
GENDER EQUITY MANAGEMENT SERVICES (89-0682) 164

EVALUATION AND TRAINING INSTITUTE
IDENTIFICATION OF APPLIED TECHNOLOGY COMPETENCIES (89-0677) 194

EVALUATION AND TRAINING INSTITUTE
LONGITUDINAL EVALUATION OF ARTICULATION PROJECTS (89-0661) 114

EVALUATION AND TRAINING INSTITUTE
PROGRAM ACCOUNTABILITY MODEL (PAM) FOR SEX EQUITY AND
SINGLE PARENT/HOMEMAKER PROGRAMS (89-0670) 189

EVALUATION AND TRAINING INSTITUTE
TEACHING BASIC SKILLS IN VOCATIONAL EDUCATION CLASSES/PROGRAMS (89-0681) 196

FOOTHILL COLLEGE
DATABASE AND DIRECTORY OF HEALTH OCCUPATIONS PROGRAMS (89-0664) 155

FOOTHILL COLLEGE
REVIEW HEALTH OCCUPATIONS PROGRAMS (89-0674) 191

FRESNO CITY COLLEGE
STUDY OF CAREER PLACEMENT OR TRANSFER OPPORTUNITIES FOR DISABLED
AND DISADVANTAGED STUDENTS IN CALIFORNIA (89-0675) 192

GOLDEN WEST COLLEGE
BRIDGING THE GAP - ARTICULATION IN NURSING PROGRAM (89-0658) 112

GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT
APPLIED RESEARCH FOR OCCUPATIONAL EDUCATION - DRUG EXPOSED CHILD
DEVELOPMENT (89-0676) 131

GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT
EXTENDING LINKAGES/PARTNERSHIPS AMONG COMMUNITY BASED ORGANIZATIONS, EDUCATION
AND EMPLOYERS (89-0131) 121

LONG BEACH COMMUNITY COLLEGE DISTRICT
EMPLOYER'S AND COMMUNITY COLLEGE'S GUIDES TO BUSINESS AND INDUSTRY IN THE
LOS ANGELES AREA (89-0651) 139

LOS ANGELES CITY COLLEGE
HIGH-TECHNOLOGY DEMONSTRATION PROJECT (89-0663) 145

LOS ANGELES CITY COLLEGE
SMALL BUSINESS MANAGEMENT TELECONFERENCING PROJECT (89-0684) 168

LOS ANGELES MISSION COLLEGE
PARTNERSHIP 2000: A CONTINUING CHALLENGE FOR EDUCATIONAL
EXCELLENCE (89-0132) 138

LOS ANGELES TRADE TECHNICAL COLLEGE
EXPANDING LINKAGES/PARTNERSHIPS BETWEEN COMMUNITY BASED ORGANIZATIONS, EDUCATION
AND EMPLOYERS (89-0705) 125

MOUNT SAN ANTONIO COLLEGE
IMPROVEMENT OF JOB PLACEMENT SERVICES (89-0665) 183

MOUNT SAN ANTONIO COMMUNITY COLLEGE DISTRICT
IN-SERVICE ACTIVITIES FOR CHE AND OHE INSTRUCTORS (89-0685) 170

MOUNT SAN ANTONIO COLLEGE
PSYCHIATRIC TECHNICIAN MINI-GRANT FOR STUDENT PREPARATION (89-0691) 205

MOUNT SAN ANTONIO COLLEGE
REGIONAL GENDER EQUITY WORKSHOPS (89-0669) 158

NAPA VALLEY COLLEGE
MODEL SUPPORT SERVICE PROGRAMS FOR RETAINING SINGLE PARENTS/HOMEMAKERS
IN VOCATIONAL TRAINING PROGRAMS (89-0701) 213

NAPA VALLEY COLLEGE
NAPA COUNTY CAREER-VOCATIONAL EDUCATION PLANNING PARTNERSHIP (89-0657) 141

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT AND REGIONAL OCCUPATIONAL PROGRAM
DEMONSTRATION SITE FOR THE NORTH ORANGE COUNTY ARTICULATION PROJECT (89-0135) 107

SADDLEBACK COMMUNITY COLLEGE DISTRICT
BUSINESS FACULTY INTERNSHIP (89-0672) 158

SADDLEBACK COMMUNITY COLLEGE DISTRICT
DEMONSTRATION PROGRAM IN BUSINESS AND MARKETING EDUCATION (89-0699) 176

SADDLEBACK COMMUNITY COLLEGE DISTRICT
DISSEMINATION OF MODEL CURRICULUM (89-0679) 133

SADDLEBACK COMMUNITY COLLEGE DISTRICT
LEADERSHIP CONFERENCE FOR BUSINESS EDUCATION (89-0683) 166

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONSOLIDATED LMI/STATEWIDE STUDENT FOLLOW-UP SYSTEM DATA
PROJECT (89-0656) 181

SAN DIEGO COMMUNITY COLLEGE DISTRICT
STATEWIDE ADVISORY COMMITTEES (89-0655) 140

SAN DIEGO COMMUNITY COLLEGE DISTRICT, CONTINUING EDUCATION OFFICE
WOMEN WORKING IN THE TRADES (89-0689) 146

SANTA ROSA JUNIOR COLLEGE
EVALUATION OF HEALTH OCCUPATIONS PROGRAMS (89-0666) 185

SANTA ROSA JUNIOR COLLEGE
PSYCHIATRIC TECHNICIAN MINI-GRANT FOR STUDENT PREPARATION (89-0703) 217

SIERRA COLLEGE
TRAINING FOR SEX EQUITY COORDINATORS (89-0673) 160

SIERRA COMMUNITY COLLEGE DISTRICT
1990 VOCATIONAL EDUCATION ARTICULATION CONFERENCES (89-0653) 110

SIERRA COMMUNITY COLLEGE DISTRICT
COORDINATING SITE FOR 2+2 ARTICULATION DEMONSTRATION SITES (89-0704) 118

SIERRA COMMUNITY COLLEGE DISTRICT
MODEL SUPPORT SERVICE PROGRAMS FOR RETAINING SINGLE
PARENT/HOMEMAKERS IN VOCATIONAL TRAINING PROGRAMS (89-0688) 203

SOUTHWESTERN COLLEGE
DEMONSTRATION PROGRAM IN BUSINESS: PROPOSAL TO DEVELOP MODEL
INTENSIVE BILINGUAL LEGAL CLERICAL TRAINING PROGRAM (89-0698) 209

STATE CENTER COMMUNITY COLLEGE DISTRICT
JOINT CAREER-VOCATIONAL EDUCATION ARTICULATION DEMONSTRATION SITE (89-0136) 109

THE THORNTON GROUP
REVIEW OF CURRICULUM AND EMPLOYMENT OPPORTUNITIES IN
GERONTOLOGY (89-0694) 200

THORPE, HENDRICKS & ASSOCIATES
504 COORDINATOR'S HANDBOOK (89-0586) 172

TRIDENT ENTERPRISES, INC.
CIVIL RIGHTS COMPLIANCE REVIEW (89-0687) 198

WEST LOS ANGELES COLLEGE/CENTER FOR ECONOMIC DEVELOPMENT AND CONTINUING EDUCATION
EXPANDING LINKAGES/PARTNERSHIPS (89-0671) 123

WEST VALLEY-MISSION COMMUNITY COLLEGE DISTRICT
FASHION SYMPOSIUM PROJECT (89-0659) 151